DOCUMENT RESUME

ED 090 151 SP 007 876

AUTHOR	Gardner, William F., Jr.
TITLE	Development and Initial Piloting of Inter-Disciplinary Humanities Instructional Units for the Elementary Classroom Teacher.
INSTITUTION	Nova Univ., Fort Lauderdale, Fla.
PUB DATE	Nov 73
NOTE	135p.; D.Ed. practicum, Nova University, National Ed. D. Program for Educational Leaders
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	Dance; Drama; *Elementary School Students; Handicrafts; *Humanities; *Instructional Materials; Material Development; Music; Program Evaluation
IDENTIFIERS	Florida

ABSTRACT

Seven school districts in North-Central Florida determined that there was a need to provide elementary school children with more opportunities for experience and participation in arts, crafts, dance, drama, and music. Materials developed to assist elementary classroom teachers in bringing the five arts activities into their instructional programs were pilot tested in eight randomly selected classrooms. During the pilot testing, teachers evaluated the materials in terms of their likelihood for increasing (at 0.1 confidence level) elementary school students' participation in the five humanities areas. Five arts specialists selected from 55 applicants evaluated the implementation of the materials. Before and after surveys were administered to the eight pilot classes and to eight randomly selected control classes. Results of the surveys indicate an increase in humanities instruction sufficient for the seven school districts to approve future pilot implementation of the materials by all elementary classroom teachers in 12 pilot schools. (Extensive appendixes include the teacher and student surveys, a description of the approach to an interdisciplinary humanities program, and details of the rationales for the importance of arts areas.) (Author)

ED 090151

NOVA UNIVERSITY COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/587-6660

NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

DEVELOPMENT AND INITIAL PILOTING OF INTER-DISCIPLINARY HUMANITIES INSTRUCTIONAL UNITS FOR THE ELEMENTARY CLASSROOM TEACHER

by

William F. Gardner, Jr.
Director, Stephen Foster Humanities Center, ESEA, Title III Project
White Springs, Florida

Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

November 1973

SP 007 878

TABLE OF CONTENTS

Chapter			Page
ABSTRACT			i
INTRODUCTION			ii
I.	THE PROBLEM AND SOLUTION		1
	The Problem		1
	Solution		2
II.	THE PERSONNEL AND PROCEDURES		4
	The Personnel		4
		Seven County Involvement	4
		The Professional Review Panel	4
		The Five Arts Specialists	5
		The Teachers	5
	Procedures		6
		Selection of Pilot Schools	6
		Developing the Instructional Materials	8
		Pre Implementation Evaluation	11
		Selecting Initial Pilot and Control Teachers	12
		Initial Pilot Implementation	13
		Teacher Evaluation of Instructional Materials	14

Chapter Page

Evaluation of Teacher Implementation 15

Pre- and Post-Surveys of Initial Pilot and Control Classes . . . 16

III. DATA OF THE PRACTICUM 18

Pre-implementation Evaluation of Instructional Materials 18

Initial Pilot Teacher Evaluation of Instructional Materials 20

Evaluation of Teacher Implementation . . . 22

Pre- and Post-Surveys of Initial Pilot and Control Classes 24

IV. SUMMARY AND CONCLUSIONS 26

Summary 26

The Instructional Materials 26

Teacher Implementation 27

Survey Results 27

Conclusions. 27

APPENDIX A. 1971 TEACHER SURVEY 29

APPENDIX B. 1971 STUDENT SURVEY 49

APPENDIX C. AN APPROACH TO AN INTERDISCIPLINARY HUMANITIES PROGRAM 66

APPENDIX D. RATIONALES - IMPORTANCE OF ARTS AREAS . . 68

Chapter Page

APPENDIX E. OUTLINES FOR PROTO - TYPE SECTIONS OF HUMANITIES MATERIALS 76

APPENDIX F. SUMMARIES OF PRE-IMPLEMENTATION EVALUATIONS OF ELEMENTARY HUMANITIES MATERIALS 83

APPENDIX G. SUMMARY OF INITIAL PILOT TEACHERS' EVALUATIONS OF MATERIALS 90

APPENDIX H. EVALUATION FORM FOR IMPLEMENTATION OF ELEMENTARY HUMANITIES MATERIALS . . 95

APPENDIX I. SUMMARY OF EVALUATIONS OF IMPLEMENTATION OF ELEMENTARY HUMANITIES MATERIALS . . 99

APPENDIX J. STUDENT SURVEY. 103

APPENDIX K. THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN TWO PERCENTAGES 119

APPENDIX L. INITIAL PILOT SURVEY ITEMS INDICATING SIGNIFICANT CHANGE 121

LIST OF TABLES

Table		Page
I.	Pre-implementation Evaluation of Humanities Materials	19
II.	Teacher Evaluation of Humanities Materials	21
III.	Specialists' Evaluations of Teacher Implementation	23

(1)

THIS PAGE WAS MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

INTRODUCTION

Seven school districts in North-Central Florida determined a need for elementary school children to be provided with more opportunities for experiences and participation in the areas of art, crafts, dance, drama, and music. Materials were developed to assist elementary classroom teachers to include the five arts areas in their instructional programs. The materials were evaluated and approved prior to being initially piloted in eight randomly selected classrooms. During the initial pilot implementation, five arts specialists evaluated the teachers' implementation of the materials and the teachers evaluated the materials they were using. Pre- and post-surveys were administered to the eight pilot classes and to eight randomly selected control classes. The results of the surveys indicated an increase in humanities instruction which was sufficient enough for the seven school districts to approve full pilot implementation of the materials involving all elementary classroom teachers in twelve pilot schools.

DEVELOPMENT AND INITIAL PILOTING OF INTERDISCIPLINARY HUMANITIES INSTRUCTIONAL UNITS FOR THE ELEMENTARY CLASSROOM TEACHER

by
William F. Gardner, Jr.[1]

[1]Director, Stephen Foster Humanities Center, ESEA, Title III Project, serving seven North-Central Florida school districts.

CHAPTER I

THE PROBLEM AND SOLUTION

Believing that the cultural resources and humanities related experiences available to students did not provide opportunities to fully develop the understanding, attitudes, and values necessary for living in our contemporary society, seven school districts in North-Central Florida set forth to determine what could be done to provide students with greater opportunities for experiences and participation in the arts. Under ESEA, Title III funding, Baker, Columbia, Hamilton, Lafayette, Madison, Suwannee, and Union school districts, and Epiphany Catholic School located in Columbia County, participated in investigating the problem and identifying a viable solution.

I. THE PROBLEM

During the 1971-72 school year, the problem was identified through a series of meetings held with representatives of the seven counties and the parochial school. Central office personnel, administrators, and teachers from the school districts participated in these meetings. The humanities subject areas and the inadequacy of current

humanities related experiences were also determined by a comprehensive survey of teachers and randomly selected students within the districts (see Appendices A and B). The problem was further determined by the fact that two of the seven counties had no art teachers and there were but sixteen art teachers for the 22,225 students in the seven county area. There were no drama or dance teachers in any of the counties and two of the districts had but one music teacher. Many of the schools within the systems had no instruction in the humanities. Because of the economic situation of the geographic area, the school systems were unable to provide the personnel and resources necessary for producing and implementing the elements required for a strong humanities program; especially at the elementary level.

Simply stated, the problem was to provide elementary school children with daily opportunities for esperiences and participation in the areas of art, crafts, dance, drama, and music.

II. SOLUTION

The seven county Advisory Committee, with approval of the school superintendents, agreed on a possible solution to the problem. One specialist in each of the five arts

areas (art, crafts, dance, drama, and music) was identified to work with a representative group of elementary classroom teachers to develop materials which would allow all elementary teachers to include the arts in their daily instructional programs. It was determined that the materials would be of a type that could be implemented as an integral part of the current curricula or as a separate humanities program. The solution also involved the arts specialists assisting classroom teachers in the implementation of the materials.

It was decided that the materials would be initially piloted in eight randomly selected elementary classrooms. If this phase proved successful, the materials were to be reproduced and distributed to teachers in a larger pilot situation.

CHAPTER II

THE PERSONNEL AND PROCEDURES

The seven participating school districts were actively involved in all phases of the study. The Advisory Committee selected the personnel involved, assisted in determining the materials to be piloted, and participated in all aspects of evaluation.

I. THE PERSONNEL

Seven County Involvement. The seven school superintendents appointed members to the Advisory Committee. This committee consisted of three representatives from each county: one person from the central office, one elementary or secondary school administrator, and one teacher representing the school level not represented by the administrator. The administrator of the parochial school was also a member of the committee. This group was involved in all phases of the practicum. If the practicum effort was to eventually result in materials and assistance for all elementary teachers throughout the seven county area, the committee had to approve the procedures and results of the initial pilot program.

The Professional Review Panel. The Advisory Committee

agreed that an outside panel of experts was important as an additional check on the development of quality materials and to assist the five arts specialsts whenever necessary. The State Art and Music Consultants of the Florida Department of Education agreed to serve on this Professional Review Panel. The State Art Consultant recommended three individuals on the faculty of the Florida State University to complete the panel of experts. These individuals, prominent in the areas of crafts, dance, and drama, agreed to serve on the review panel. The Advisory Committee approved all five panel members.

The Five Arts Specialists. A total of fifty-five applicants were screened in the selection of the five arts specialists to assist in the development and implementation of instructional materials. Those specialists selected were considered extremely well qualified with experience and advanced degrees in the areas of art, crafts, dance, drama, and music. The Advisory Committee unanimously approved of the selection.

The Teachers. Two groups of teachers were involved in the development and initial piloting of the humanities materials. The Elementary Writing Team, selected to work with the arts specialists in the developmental phases, was composed of one elementary classroom teacher from each of

the eight pilot elementary school situations. Selection of team members was based upon teachers' expressions of interest in the arts and principals' recommendations. The teachers responsible for initially piloting the materials were randomly selected from grades four through six of the pilot schools.

II. PROCEDURES

Selection of Pilot Schools. With the exception of Epiphany Catholic School, those schools designated as pilot and control situations were randomly selected. Every combination of schools, which resulted in a K through six situation in each participating county, was identified and given a number. A number was randomly drawn from each county (with the exception of two counties having but one K through six situation each) to select the pilot schools. The random selection resulted in the following schools being identified as pilot situations:

Baker County - Westside Elementary School (grades K-six)

Columbia County - Fort White (grades K-eight)

Hamilton County - South Hamilton Elementary School (grades K-eight)

Lafayette County - Lafayette School (grades K- twelve)

Madison County - Madison Primary School (grades K-3)
Madison Middle School (grades four-nine)

Suwannee County - Suwannee Primary School (grades K-three)
Suwannee Elementary School (grades four-five)
Suwannee Middle School (grades six-eight)

Union County - Lake Butler Elementary School (grades K-two)
Lake Butler Middle School (grades three-eight)

Epiphany Catholic School (grades one-six) was also designated as a pilot school.

Madison and Suwannee School Districts each had possibilities of two completely separate K through six situations. The remaining K through six classes in Suwannee County (Branford High School, grades K-twelve) were designated as one control and another random drawing of the remaining K through six situations in Madison School District was made to determine the control from that county. The control group selected from Madison County was Greenville Primary School (grades K-three) and Greenville Middle School (grades

four-eight).

Developing the Instructional Materials. Prior to meeting with the Elementary Writing Team, the five arts specialists investigated various means of organizing the content of the interdisciplinary instructional units in the humanities. An organizational structure was presented to the Advisory Committee and the Elementary Writing Team (see Appendix C) together with rationales stating the importance of the arts areas in the development and growth of children (see Appendix D). Both groups agreed upon the organizational structure to be used and the basis for the instructional materials.

During the first meeting of the Elementary Writing Team, each teacher presented a description of the curricula in their schools. This was used in developing the initial materials.

It was decided that the instructional materials would focus on three major areas of emphasis: social, sensory, and rational. Four components were identified within each of the major areas:

A. Social
   1. Cooperation
   2. Communication
   3. Expression
   4. Acceptance
B. Sensory
   1. Space manipulation
   2. Sense awareness

3. Expression
4. Perception

C. Rational
1. Cognizance
2. Understanding
3. Idea formation
4. Reasoning

The Elementary Writing Team requested that the first unit developed focus on social as the area of emphasis. Many of the teachers felt that this was one of their major areas of concern in working with children.

It was decided that the instructional materials would be divided into four sections. Outlines were developed for each of the sections (see Appendix E) and approved by the Writing Team.

Arrangements were made for the five arts specialists to meet with the Professional Review Panel to discuss all aspects of the materials and their development. Recommendations made by the Panel were agreed upon by the arts specialists and the Writing Team and incorporated throughout.

The Elementary Writing Team met regularly to develop the first elementary humanities materials. The first section of the materials provided information relative to the overall unit and briefly described the rationale and purposes on which the unit was based. This provided the teacher with

an understandin needed for implementation.

Section two of the materials presented each of the arts areas separately. Within each of the presentations; following general information pertaining to that area, there were a number of "approaches" and experiences relating to each "approach". The "approaches" were basically large, overall descriptions of experiences in media which were broad enough to contain a variety of more specific "related experiences". Each approach contained information concerning purposes, concepts, materials, process hints, evaluation, and possible development. The information regarding evaluation related selected indicator behaviors and product completion behaviors to the overall approach and social behaviors. Each of the related experiences contained information that provided for a specific experience in media relative to the overall approach. The information presented included expected outcomes, materials, conditions, motivating ideas, procedures, evaluation, possible progressions, and possible compensations. The procedures gave step by step instructions for implementing the media experience. The evaluation, possible progressions, and possible compensations were directly related to indicator behaviors and product completion behav-

iors contained in the approach. The related experiences offered many levels of experiences that could be used in grades K through six.

The third section of the materials emphasized an interdisciplinary approach which related the arts to one another. The approaches, related experiences, and evaluation information in section two also applied to sections three and four.

Section four related the arts to language arts, math, science, and social studies. The approaches and related experiences developed for this section were directly related to the current curricula offered in the elementary classrooms.

Each of the four sections was bound into a separate bulletin. After approval of the materials by the Writing Team and Advisory Committee, the sets of four bulletins were distributed for initial pilot implementation.

Pre Implementation Evaluation. Upon completion of the humanities materials, the bulletins were submitted to the Advisory Committee and the Professional Review Panel together with a pre-implementation evaluation sheet using a five point rating scale. An evaluation of the materials was made in terms of the likelihood that the materials would be instrumental in significantly increasing (at the .10 confidence level) pilot elementary school students' participation in activities in the five humanities areas.

The following points were rated: (1) appropriate treatment of each of the humanities areas; (2) value of materials for use as an integral part of current curricula; (3) value of materials for use as a separate program in art, crafts, dance, drama, and music; (4) practicality of materials and resources in regards to materials and resources currently available in the school systems; (5) practicality of materials and resources regardless of the teacher's previous experiences in art, crafts, dance, drama, and music; (6) organization of materials for practical implementation; (7) appropriateness of materials for elementary grade levels; and (8) selection of major concepts and content elements.

All five members of the Professional Review Panel reported their responses and sixteen members of the Advisory Committee responded. A summary of the ratings may be found in Appendix F.

Selecting Initial Pilot and Control Teachers. It was necessary to randomly select one teacher from each pilot situation to initially pilot the materials. Teachers on the Elementary Writing Team were considered ineligible for the random selection because of their involvement in developing the instructional materials. Teachers of grades four, five, and six were identified in each pilot and con-

trol school and assigned a number. (These grade levels were selected in order that the pre- and post-surveys could be administered to the students.) The initial pilot teachers were identified through the process of drawing the numbers from envelopes. The random selection consisted of two classes of grades four, three classes of grades five, and three classes of grades six. The teachers of grades four, five, and six in the control schools were assigned numbers and two numbers were drawn from the grade four group, three numbers from the grade five group, and three numbers from the grade six group. These were identified as the initial control teachers and classes.

Initial Pilot Implementation. Each of the initial pilot teachers was personally informed of the selection and the purpose of their involvement was explained. All of the initial pilot teachers agreed to participate.

The teachers met for a one day session to examine the materials and discuss the implementation procedures. The five arts specialists were provided with the teachers' schedules and each teacher was given a list of the specialists' home phone numbers in case assistance was needed during evening planning. The first appointments were made for the specialists to begin presenting demonstration lessons and assisting teachers in the implementation of the materials.

An attempt was made to reduce the apprehension that may have been felt by the initial pilot teachers being the only ones in their schools using the materials. Since each of the pilot elementary schools contained a member of the Writing Team, these members were also provided with the humanities materials and encouraged to use them. This provided for two teachers in each of the schools to be involved with implementing the materials.

As the initial pilot teachers used the materials, the arts specialists worked with them to improve the implementation. The specialists were available to conduct demonstration lessons in the initial pilot classrooms and to meet with the teachers for individual conferences. The demonstration lessons and conferences were aimed at identifying and correcting weaknesses in both the materials and implementation. The five arts specialists worked individually with each of the initial pilot teachers on at least three occassions during the four month initial pilot phase. The teachers were encouraged to use the approaches and related experiences presented in the materials at least once during each school day.

Teacher Evaluation of Instructional Materials. At the conclusion of the initial pilot phase, the teachers were asked to evaluate certain aspects of the materials using a previously developed evaluation form. The mater-

ials were rated on the following: (1) appropriate treatment of each of the humanities areas; (2) value of materials for use as an integral part of current curriculum; (3) value of materials used as a separate program in art, crafts, dance, drama, and music; (4) practicality of materials and resources in regards to materials and resources currently available in the school systems; (5) practicality of materials and resources regardless of the teacher's previous experience in art, crafts, dance, drama, and music; (6) organization of materials for practical implementation; (7) appropriateness of materials for elementary grade levels; (8) selection of major concepts and content elements; (9) teacher projection of positive attitudes towards the humanities; and (10) anticipated level of student interest.

A summary was made of the ratings of the eight initial pilot teachers (see Appendix G).

Evaluation of Teacher Implementation. The arts specialists were requested to observe the initial pilot teachers' implementation and evaluate them using a previously developed form (see Appendix H). The evaluation was based on the following: (1) teacher exhibits a working knowledge of unit objectives and concepts, (2) active participation of students, (3) appropriate use of materials and resources,

(4) interrelating two or more humanities areas, (5) effectiveness of teacher demonstration, (6) student reaction to lesson, (7) teacher/student interaction, (8) appropriateness of presentation in regards to age level of students, and (9) teacher projection of positive attitude towards the humanities (see Appendix I).

The initial pilot teachers were requested to notify the arts specialist concerned whenever a lesson was to be presented involving the humanities materials. This would allow the specialists to schedule an observation of the teacher's implementation.

Pre- and Post-Surveys of Initial Pilot and Control Classes. The Advisory Committee agreed on items to be added to the original survey administered in 1971. The completed questionnaire was used to help determine the effectiveness of the humanities materials and the implementation (see Appendix J). The questionnaire consisted of criteria relating the five arts areas to students' activities in and outside of school. Students were also asked to respond to items concerning their views of teachers' attitudes toward, and use of, the arts. The 110 item survey was administered to eight initial pilot and eight control classes prior to the distribution of humanities materials to the initial pilot teachers. Approximately four months later,

at the conclusion of the initial pilot phase, the survey was re-administered to the pilot and control classes and a comparison was made of the results of the pre- and post-surveys.

CHAPTER III

DATA OF THE PRACTICUM

All data were examined by the Advisory Committee in an attempt to determine the potential of the materials and methods of implementation. The data consisted of the results of a pre-implementation evaluation, a teacher evaluation of the materials, an evaluation of teacher implementation, and the pre-post survey of the students.

I. PRE-IMPLEMENTATION EVALUATION OF INSTRUCTIONAL MATERIALS

Members of the Professional Review Panel and Advisory Committee were asked to use a five point rating scale to evaluate certain aspects of the humanities materials prior to initial pilot implementation. The rating scale consisted of: 1-very good, 2-good, 3-fair, 4-poor, and 5-very poor. The summary of the evaluation is shown in Table I, page 19.

The lowest average rating given on any item by the Professional Review Panel was 2.40, concerning the value of the materials used as a separate humanities program. The highest average rating by this group was 1.60, given on the item concerning material content. The average of all ratings given by the Review Panel was 1.93.

TABLE I

PRE-IMPLEMENTATION EVALUATION OF HUMANITIES MATERIALS

CRITERIA	PROF. REV. PANEL			ADV. COMM.		
	no. reporting	ave. rating	score range	no. reporting	ave. rating	score range
1. Appropriate treatment of art	5	2.20	2-3	16	1.31	1-2
2. Appropriate treatment of crafts	5	1.80	1-2	16	1.18	1-2
3. Appropriate treatment of music	5	1.80	1-2	16	1.18	1-3
4. Appropriate treatment of drama	5	1.80	1-2	16	1.18	1-3
5. Appropriate treatment of dance	5	1.80	1-2	16	1.25	1-2
6. Value of materials as an integral part of the current curriculum	5	2.00	2	16	1.25	1-3
7. Value of materials for use as a separate program in art, crafts, music, drama, and dance	5	2.40	2-3	16	1.50	1-4
8. Practicality of materials and resources in regards to materials and resources currently available in the particular school systems	5	1.80	1-2	16	1.18	1-3
9. Practicality of materials and resources regardless of the teacher's previous experiences in art, crafts, music, drama, and dance	5	2.20	2-3	16	1.31	1-3
10. Organization of materials for practical implementation	5	2.00	2	16	1.25	1-3
11. Appropriateness of materials for elementary grade levels	5	1.80	1-2	16	1.25	1-2
12. Selection of major concepts and content elements	5	1.60	1-2	16	1.12	1-3

The lowest average rating reported on any item by the Advisory Committee was 1.31, concerned with material content. The highest average rating reported was 1.12, which was directed toward the item relating to appropriate treatment of art and the item concerned with the practicality of the materials regardless of teachers' backgrounds in the arts. The average of all of the Advisory Committee's ratings was 1.25.

II. INITIAL PILOT TEACHER EVALUATION OF INSTRUCTIONAL MATERIALS

At the conclusion of the initial piloting, the eight teachers were asked to use a five point rating scale to evaluate the materials. The rating scale was identical to that used by the Professional Review Panel and Advisory Committee and consisted of: 1-very good, 2-good, 3-fair, 4-poor, and 5-very poor. The summary of the evaluation may be found in Appendix G and is shown in Table II on page 21.

The highest average rating reported on any one item was 1.14 concerning appropriate treatment of crafts. The lowest average rating of 2.60 was reported on the appropriateness of the dance materials. The average of all ratings reported by the initial pilot teachers was 1.66.

TABLE II

TEACHER EVALUATION OF HUMANITIES MATERIALS

CRITERIA	NO. REPORTING	AVE. RATING	SCORE RANGE
1. Appropriate treatment of art	7	1.57	1-3
2. Appropriate treatment of crafts	7	1.14	1-2
3. Appropriate treatment of dance	5	2.60	1-4
4. Appropriate treatment of drama	6	2.00	1-3
5. Appropriate treatment of music	7	1.85	1-3
6. Value of materials for use as an integral part of current curriculum	7	1.85	1-3
7. Value of materials used as a separate program in art, crafts, music, drama, and dance	7	1.71	1-3
8. Practicality of materials and resources in regards to materials and resources currently available in the particular school systems	6	1.83	1-3
9. Practicality of materials and resources regardless of the teacher's previous experience in art. crafts, dance, drama, and music	7	1.28	1-2
10. Organization of materials for practical implementation	7	1.42	1-2
11. Appropriateness of materials for elementary grade levels	7	1.42	1-2
12. Selection of major concepts and content elements	7	1.42	1-2
13. Teacher projection of positive attitudes toward the humanities	7	1.42	1-2
14. Anticipated level of student interest	7	1.71	1-2

III. EVALUATION OF TEACHER IMPLEMENTATION

A total of eighteen evaluation forms were completed by the arts specialists in an attempt to evaluate teacher implementation. The same five point rating scale used on the other evaluations was repeated here (1-very good, 2-good, 3-fair, 4-poor, and 5-very poor). A summary of the evaluations is presented in Table III, page 23.

The number of evaluations for each criterion varied according to the type of lesson observed. This ranged from zero to eighteen. The highest average rating for any item was 1.39 in the area of student reaction to the lesson. The lowest rating was 2.63 regarding the knowledge of objective and concepts related to music. The average of all ratings reported by the specialists was 1.88.

The arts specialists found it very difficult to evaluate the teachers' implementation of materials. Whenever in the classrooms, the specialists were usually presenting demonstration lessons or working with teachers in a joint presentation. It was also difficult for the specialists to be available for observations during the specific times teachers were presenting lessons related to the materials.

TABLE III

SPECIALISTS' EVALUATIONS OF

TEACHER IMPLEMENTATION

criteria	no. of evaluations	ave. rating	score range
1. Teacher exhibits a working knowledge of unit objective and concepts: art	2	1.50	1-2
2. Teacher exhibits a working knowledge of unit objective and concepts: crafts	7	2.22	1-3
3. Teacher exhibits a working knowledge of unit objective and concepts: music	8	2.63	1-5
4. Teacher exhibits a working knowledge of unit objective and concepts: drama	5	1.80	1-2
5. Teacher exhibits a working knowledge of unit objective and concepts: dance	0	0	0
6. Active participation of students	18	1.44	1-5
7. Appropriate use of materials and resources	18	1.61	1-5
8. Interrelating two or more humanities areas	4	2.25	1-5
9. Effectiveness of teacher demonstration	8	2.50	1-5
10. Student reaction to lesson	18	1.39	1-5
11. Teacher/student interaction	18	1.89	1-5
12. Appropriateness of presentation in regards to age level of students	18	1.56	1-5
13. Teacher projection of positive attitude towards the humanities	18	1.78	1-5

IV. PRE- AND POST-SURVEYS OF INITIAL PILOT AND CONTROL CLASSES

The survey (see Appendix J) was administered to 238 students in the eight initial pilot classes and 625 students in the eight control classes prior to implementation of the humanities materials. Approximately four months later, the survey was readministered to the same groups with 233 pilot students and 552 control students responding.

For a comparison of the percentage results, "The Significance of the Difference Between Two Percentages" (Appendix K) prepared by C. H. Lawshe and P. C. Baker of Purdue University was applied. The .10 confidence level was used. Those items indicating significant positive change are presented in Appendix L.

In the area of drama, six of nineteen items indicated a positive change which represented thirty-one per cent of the items in the initial pilot classes. Three items indicated a positive significant change in the control classes.

Two of the nineteen crafts items showed a positive change in the initial pilot survey. This was a change in ten per cent of the items. One item indicated a positive change in the control classes.

Pilot student responses to six of twenty-nine art items changed significantly for a twenty per cent change and there was a significant increase in two of the items responded to by the control classes.

Forty-four per cent of the music items indicated a positive change when the initial pilot surveys were compared. This involved thirteen of the twenty-nine items as compared to an increase in two items from the control surveys.

Nine of the twenty-three dance items indicated a significant positive change of thirty-eight per cent of the items in the initial pilot classes. One of the items indicated a positive significant change in the control classes.

The initial pilot classes showed a significant positive change on a total of thirty-six of the 119 items for a thirty per cent change. The control class surveys indicated a significant positive change on a total of nine of the items. This represented a 7.57 per cent change.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The evaluation of the humanities materials, implementation, and results of the practicum were based upon (1) a pre-implementation evaluation of the materials by an Advisory Committee and a Professional Review Panel, (2) an evaluation of the materials by the teachers implementing them, (3) an evaluation of teacher implementation by five arts specialists, and (4) a comparison of the results of a pre- and post-survey of pilot and control classes.

I. SUMMARY

The Instructional Materials. The Advisory Committee and Professional Review Panel used a five point rating scale ranging from 1 (very good) to 5 (very poor) to evaluate the materials prior to implementation. The materials were rated on twelve criteria concerning appropriateness, value, and organization of the materials. The mean ratings given by the Advisory Committe and Professional Review Panel were 1.25 and 1.03 respectively.

The eight pilot teachers evaluated the materials at the conclusion of implementation. This group also used a five point rating scale ranging from 1 (very good) to 5

(very poor). The evaluation was based on fourteen criteria which included appropriateness and practicality of the materials. The average of all ratings reported by the pilot teachers was 1.66.

Teacher Implementation. The arts specialists used a five point rating scale ranging from 1 (very good) to 5 (very poor) in an attempt to evaluate teacher implementation of the materials. Eighteen evaluations were made with an average overall rating of 1.88. The evaluations were based on thirteen criteria related to teachers' knowledge and use of the humanities materials.

Survey Results. A comparison of the pre- and post-surveys of the pilot and control classes indicated a significant positive change (at the .10 confidence level) on a total of thirty-six of the 119 items for the pilot students and nine of the items for the control classes. This represented a thirty per cent change for the pilot classes and a 7.57 per cent change for the control group.

II. CONCLUSIONS

Based on the evaluations of the Advisory Committee, Professional Review Panel, and the pilot teachers, it was determined that the materials developed were appropriate

and practical to assist elementary classroom teachers to include the five arts areas in their daily instructional program.

Although the arts specialists found it difficult to evaluate initial pilot teachers' implementation of the materials, the eighteen evaluations appeared to be sufficient to indicate the probability of successful implementation.

The seven county Advisory Committee considered the results of the pre- and post-surveys of the initial pilot and contro classes sufficient to indicate a significant increase in humanities instruction in the initial pilot classes. The Committee approved distribution of the materials to all classroom teachers of grades K through six throughout twelve pilot schools for full pilot implementation.

APPENDIX A

1971 TEACHER SURVEY

STEPHEN FOSTER HUMANITIES CENTER

RESULTS OF TEACHER QUESTIONNAIRE

NOVEMBER 1971

DRAMA

	# of teachers: 322 K-6	486 7-12
1. Drama helps the teacher in her everday classroom activities.		
1. true	93.2	89.9
2. false	5.6	9.1
3.	0.0	0.0
4.	0.0	0.0
5.	0.0	0.0
6. omits	1.2	1.0
2. I would like to see an active school-wide drama program in my school.		
1. true	76.4	81.3
2. false	20.8	17.7
3.	0.0	0.0
4.	0.0	0.0
5.	0.0	0.0
6. omits	2.8	1.0
3. I have participated in drama activities in high school.		
1. true	62.7	63.6
2. false	36.6	35.2
3.	.3	.4
4.	0.0	0.0
5.	0.0	0.0
6. omits	.3	.8
4. I have participated in drama activities in college.		
1. true	28.0	28.2
2. false	69.9	69.1
3.	0.0	.2
4.	1.9	1.2
5.	0.0	0.0
6. omits	.3	1.2

		K-6	7-12
5.	I have participated in drama activities in community and/or church theatrical productions.		
	1. true	49.4	50.0
	2. false	49.4	46.5
	3.	.3	.2
	4.	0.0	.4
	5.	0.0	.6
	6. omits	.9	2.3
6.	I have participated in drama activities in other types of theatrical productions.		
	1. true	11.2	13.4
	2. false	87.3	83.1
	3.	.3	0.0
	4.	.3	.2
	5.	0.0	0.0
	6. omits	.9	3.3
7.	My most recent attendance at a live dramatic production was within the last:		
	1. 1 year	39.4	47.1
	2. 2 - 3 years	29.5	22.0
	3. 4 - 5 years	10.2	9.7
	4. 6 - 10 years	10.6	9.5
	5. More than 10 years or never	9.0	11.1
	6. omits	1.2	.6
8.	Which of the following do you consider the most important purpose of a drama program?		
	1. entertainment	9.9	13.4
	2. instruction	4.7	7.4
	3. both of the above	82.6	74.5
	4. none of the above	1.6	3.3
	5.	0.0	.4
	6. omits	1.2	1.0
9.	Drama helps children understand the viewpoints of others.		
	1. true	92.5	91.4
	2. false	5.9	6.4
	3.	0.0	.4
	4.	.3	0.0
	5.	0.0	0.0
	6. omits	1.2	1.9

		K-6	K-12
10.	Children's behavior can be changed as a result of participating in a drama experience as a member of an audience.		
	1. true	87.0	84.8
	2. false	11.5	13.4
	3.	.3	0.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	1.2	1.9
11.	Children's behavior can be changed as a result of participating in a drama experience as an actor.		
	1. true	92.9	90.7
	2. false	5.0	7.2
	3.	0.0	.2
	4.	.3	.2
	5.	0.0	.2
	6. omits	1.9	1.4
12.	The drama program in my school:		
	1. is a curricular program	8.4	12.3
	2. is an extra-curricular program	15.5	27.6
	3. is both	1.6	18.9
	4. We have none.	72.4	38.1
	5.	.3	1.0
	6. omits	1.9	2.1
13.	If you have no drama program, which of the following do you feel is the major reason for not having such a program?		
	1. lack of trained personnel	23.3	17.3
	2. lack of student interest	4.0	10.9
	3. lack of administrative interest	18.6	9.5
	4. lack of funds	16.1	14.8
	5. lack of space	20.5	9.1
	6. omits	17.4	38.5
14.	If you do have a program, but if you feel that it is quite inadequate, which of the following is the major reason for its inadequacy?		
	1. lack of trained personnel	10.2	13.8
	2. lack of student interest	5.6	11.7
	3. lack of administrative interest	7.8	6.2
	4. lack of funds	8.4	19.5
	5. lack of space	12.1	9.5
	6. omits	55.9	39.3

		K-6	7-12
15.	I have had at least one course in drama.		
	1. true	20.5	27.8
	2 false	76.4	69.8
	3.	.3	0.0
	4	1.6	1.2
	5.	0.0	0.0
	6. omits	1.2	1.2
16.	I presently use some drama in my teaching.		
	1. true	84.8	58.8
	2. false	12.1	36.2
	3.	0.0	0.0
	4.	.6	.2
	5.	0.0	0.0
	6. omits	2.5	4.7
	If you use some drama in your teaching, which of the following types do you use?		
17.	puppetry		
	1. true	38.2	8.8
	2. false	51.6	68.5
	3.	0.0	.2
	4.	0.0	.2
	5.	0.0	0.0
	6. omits	10.2	22.2
18.	role playing		
	1. true	80.7	56.4
	2. false	11.8	24.7
	3.	0.0	0.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	7.5	18.9
19.	creative stories		
	1. true	75.8	40.5
	2. false	16.5	39.3
	3.	0.0	0.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	7.8	20.2

		K-6	7-12
20.	short scenes or one act plays performed in the classroom		
	1. true	52.5	29.2
	2. false	39.4	49.8
	3.	0.0	.2
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	8.1	20.8
21.	stage productions		
	1. true	18.0	12.8
	2. false	73.0	65.0
	3.	0.0	0.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	9.0	22.2

CRAFTS

22.	We have a school-wide crafts program in our school.		
	1. true	13.4	28.4
	2. false	81.7	66.7
	3.	1.9	.8
	4.	.3	.2
	5.	.3	0.0
	6. omits	2.5	3.9
23.	If you have no craft program, which of the following do you feel is the major reason for not having such a program?		
	1. lack of trained personnel	22.7	16.5
	2. lack of student interest	12.2	11.3
	3. lack of administrative interest	11.2	8.8
	4. lack of funds	30.1	21.6
	5. lack of space	13.0	9.7
	6. omits	20.8	32.1
24.	If you do have a program, but if you feel that it is quite inadequate, which of the following is the major reason for its inadequacy?		
	1. lack of trained personnel	12.7	9.9
	2. lack of student interest	3.7	4.9
	3. lack of administrative interest	5.0	5.1
	4. lack of funds	17.7	24.7
	5. lack of space	9.0	9.1
	6. omits	51.9	46.3

If you do have a program, which of the following activities are included?

		K-6	7-12
25.	clay manipulation		
	1. true	28.0	30.2
	2. false	31.7	39.7
	3	0.0	.2
	4	0.0	0.0
	5.	.3	.2
	6. omits	40.1	29.6
26.	fiber manipulation (belts, weaving macrame, stitchery, needle work, etc.		
	1. true	15.8	30.0
	2. false	41.6	41.2
	3.	.3	0.0
	4.	0.0	0.0
	5.	0.0	.2
	6. omits	42.2	28.6
27.	metal manipulation (wire, sheet aluminum, copper tooling, etc.)		
	1. true	6.5	24.3
	2. false	50.3	44.4
	3.	0.0	0.0
	4.	0.0	0.0
	5.	0.0	.2
	6. omits	43.2	31.1
28.	wood manipulation (burning, carving, construction, finishing, etc.)		
	1. true	8.7	34.0
	2. false	47.8	36.8
	3.	.6	.2
	4.	0.0	.2
	5.	.3	.2
	6. omits	42.5	28.6
29.	manipulation of contemporary materials (plastic, synthetic resins, styrofoam, etc.)		
	1. true	15.5	23.9
	2. false	41.6	45.9
	3.	0.0	0.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	42.9	30.2

		K-6	7-12
30.	Which of the following do you consider the most important purpose of a crafts activity?		
	1. entertainment	1.9	2.9
	2. instruction	11.5	16.5
	3. entertainment and instruction	79.2	71.8
	4	1.2	2.9
	5.	0.0	0.0
	6. omits	6.2	6.0
31.	Children's behavior can be changed as a result of participating in a crafts experience.		
	1. true	84.8	84.8
	2. false	4.7	8.2
	3.	1.9	1.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	8.7	6.0
	I have participated in crafts experiences:		
32.	through crafts courses		
	1. true	64.3	49.2
	2. false	31.4	45.5
	3.	1.2	1.2
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	3.1	4.1
33.	through private instruction		
	1. true	21.4	24.7
	2. false	71.4	68.3
	3.	.6	.2
	4.	.6	.4
	5.	0.0	.2
	6. omits	5.9	6.2
34.	through community recreation		
	1. true	24.2	31.1
	2. false	68.3	63.0
	3.	.3	0.0
	4.	.9	1.0
	5.	0.0	0.0
	6. omits	6.2	4.9

		K-6	7-12
35.	through personal interest		
	1. true	86.3	87.9
	2. false	28.3	29.2
	3.	0.0	0.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	3.4	2.9
36.	Crafts activities are used in my classroom.		
	1. frequently	15.2	11.5
	2. sometimes	41.6	26.5
	3. seldom	24.8	21.0
	4. never	15.2	35.8
	5.	.3	.8
	6. omits	2.8	4.3

ART

37.	Art can be one of the means of expressing feelings to others.		
	1. strongly agree	59.0	64.2
	2. agree	37.6	34.0
	3. disagree	2.2	.8
	4. strongly disagree	.3	.2
	5.	0.0	0.0
	6. omits	.9	.8
38.	Which of the following do you consider most important in an art activity?		
	1. entertainment	3.1	5.6
	2. instruction	7.4	11.1
	3. entertainment and instruction	84.8	79.0
	4. neither	4.0	3.1
	5.	0.0	0.0
	6. omits	.6	1.2
39.	Art should be included in:		
	1. curricular experiences only	4.7	5.8
	2. extra-curricular experiences only	8.4	8.2
	3. both of the above	85.7	83.5
	4. neither	.6	1.0
	5.	0.0	.2
	6. omits	.6	1.2

		K-6	7-12
40.	Do you have a school-wide art program in your school?		
1.	Yes, a good one	28.0	39.7
2.	Yes, a quite inadequate one.	22.4	30.9
3.	No.	47.8	26.7
4.		.6	.4
5.		0.0	.2
6.	omits	1.2	3.1
41.	If you do have a program, but if you feel that it is inadequate, which of the following is the major reason for its inadequacy?		
1.	lack of trained personnel	16.5	9.9
2	lack of student interest	1.9	4.3
3.	lack of administrative interest	6.8	5.8
4.	lack of funds	16.8	24.7
5.	lack of facilities	14.3	15.2
6	omits	43.8	40.1
42.	If you have no art program in your school, which of the following do you feel is the major reason for not having such a program?		
1.	lack of trained personnel	18.6	8.0
2.	lack of student interest	3.7	4.1
3.	lack of administrative interest	10.9	5.8
4.	lack of funds	20.2	14.2
5.	lack of facilities	8.7	7.6
6.	omits	37.9	60.3
43	Art activities are used in my classroom:		
1.	frequently	49.7	17.1
2.	sometimes	37.6	37.4
3.	seldom	6.8	24.5
4.	never	3.1	16.9
5.		0.0	.2
6.	omits	2.8	3.9
	If you use creative art in your teaching, which of the following do you use?		
44.	drawing		
1.	true	93.2	63.0
2.	false	4.3	22.6
3.		0.0	0.0
4.		.3	.4
5.		0.0	0.0
6.	omits	2.2	14.0

		K-6	7-12
45.	painting		
	1. true	69.6	24.5
	2. false	25.5	59.5
	3.	0.0	0.0
	4.	0.0	0.0
	5.	.3	.2
	6. omits	4.7	15.8
46.	collage		
	1. true	46.9	26.7
	2. false	46.3	55.6
	3.	.6	.2
	4.	.3	0.0
	5.	0.0	0.0
	6. omits	5.9	17.5
47.	sculpture		
	1. true	18.6	9.9
	2. false	73.0	72.4
	3.	0.0	.2
	4.	0.0	0.0
	5.	0.0	0.0
	6 omits	8.4	17.5
48.	construction		
	1. true	56.8	44.0
	2. false	37.3	40.3
	3.	0.0	0.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	5.9	15.6
49.	art appreciation		
	1. true	54.7	37.4
	2. false	38.5	45.5
	3.	.3	0.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	6.5	17.1
50.	printmaking		
	1. true	27.3	12.1
	2 false	64.3	70.2
	3.	0.0	.2
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	8.4	17.5

	K-6	7-12
51. photography		
1. true	8.4	18.3
2. false	80.7	63.8
3.	2.2	1.2
4.	0.0	.2
5.	0.0	0.0
6. omits	8.7	16.5
52. Children's behavior can be changed as a result of participating in art experiences.		
1. true	91.6	84.2
2. false	4.0	7.0
3.	2.2	1.2
4.	0.0	0.0
5.	0.0	0.0
6. omits	2.2	7.6
I have participated in art experiences:		
53. through art courses		
1. true	89.8	58.0
2. false	7.5	35.8
3.	1.6	1.6
4.	0.0	.2
5.	0.0	0.0
6. omits	1.2	4.3
54. through private instruction		
1. true	14.9	17.5
2. false	78.3	73.9
3.	0.0	.2
4.	.3	.4
5.	.3	0.0
6. omits	6.2	8.0
55. through personal interest		
1. true	67.1	58.6
2. false	28.9	35.4
3.	0.0	.2
4.	1.2	1.2
5.	0.0	0.0
6. omits	2.8	4.5
56. through community recreation		
1. true	23.6	22.4
2. false	71.1	70.4
3.	.6	.2
4.	.6	.2
5.	0.0	0.0
6. omits	4.0	6.8

		K-6	7-12
57.	My most recent attendance of an art show or display was within the last:		
	1. 1 year	50.9	48.1
	2. 2 - 3 years	24.8	22.2
	3. 4 - 5 years	9.6	7.8
	4. 6 - 10 years	5.3	6.6
	5. more than 10 years or never	7.5	11.7
	6. omits	1.9	3.5

MUSIC

58.	Music can be one of the means of expressing feelings to others.		
	1. strongly agree	69.3	72.0
	2. agree	28.6	25.9
	3. disagree	1.6	.6
	4. strongly disagree	0.0	.6
	5.	0.0	0.0
	6. omits	.6	.8
59.	Which of the following do you consider important in a music activity?		
	1. entertainment	6.2	11.3
	2. instruction	2.8	2.7
	3. entertainment and instruction	89.8	84.2
	4. neither	.9	.8
	5.	0.0	0.0
	6. omits	.3	1.0
60.	Music should be included in:		
	1. curricular experiences only	5.6	2.7
	2. extra-curricular experiences only	4.3	10.5
	3. both of the above	88.8	85.0
	4. neither	.6	.8
	5.	0.0	0.0
	6. omits	.6	1.0
61.	Do you have a school-wide music program in your school?		
	1. Yes, a good one.	57.1	46.3
	2. Yes, a quite inadequate one.	32.9	35.4
	3. No.	7.5	12.3
	4.	0.0	0.0
	5.	0.0	.6
	6. omits	2.5	5.3

	K-6	7-12
62. If you do have a program, but if you feel that it is inadequate, which of the following is the major reason for its inadequacy?		
1. lack of trained personnel	14.6	10.1
2. lack of student interest	3.4	10.9
3. lack of administrative interest	6.5	4.3
4. lack of funds	12.1	24.3
5. lack of facilities	20.8	14.2
6. omits	42.5	36.2
63. If you have no music program in your school which of the following do you feel is the major reason for not having such a program?		
1. lack of trained personnel	11.8	5.8
2. lack of student interest	2.2	3.9
3. lack of administrative interest	3.1	3.1
4. lack of funds	8.7	11.1
5. lack of facilities	7.1	5.6
6. omits	67.1	70.6
64. Music activities are used in my classroom:		
1. frequently	44.7	13.2
2. sometimes	38.8	21.6
3. seldom	8.7	26.1
4. never	3.4	30.9
5.	.3	1.2
6. omits	4.0	7.0
If you use music in your teaching, which of the following do you use?		
65. listening		
1. true	87.6	52.9
2. false	5.9	25.9
3.	.3	0.0
4.	0.0	0.0
5.	.3	0.0
6. omits	5.9	21.2
66. playing instruments		
1. true	24.8	10.5
2. false	63.4	64.6
3.	.3	0.0
4.	0.0	0.0
5.	0.0	0.0
6. omits	11.5	24.9

		K-6	7-12
67.	singing		
	1. true	87.3	30.0
	2. false	7.1	46.3
	3.	0.0	0.0
	4.	0.0	.2
	5.	0.0	0.0
	6. omits	5.6	23.5
68.	composing		
	1. true	9.6	6.6
	2. false	79.5	67.7
	3.	0.0	0.0
	4.	0.0	.2
	5.	0.0	0.0
	6. omits	10.9	25.5
69.	moving (games and dancing)		
	1. true	66.5	24.1
	2. false	26.4	51.4
	3.	0.0	0.0
	4.	0.0	.2
	5.	0.0	.4
	6. omits	7.1	23.9
70.	Children's behavior can be changed as a result of participating in music experiences.		
	1. true	91.9	89.7
	2. false	5.6	6.2
	3.	0.0	0.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	2.5	4.1

If you use music in your teaching, for which of the following purposes is it used?

71.	motivate		
	1. true	77.0	51.0
	2. false	14.9	23.3
	3.	0.0	0.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	8.1	25.7

		K-6	7-12
72.	supplement other learnings		
	1. true	75.2	48.1
	2. false	14.9	26.1
	3.	0.0	0.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	9.9	25.7
73.	develop music skills		
	1. true	51.9	18.3
	2. false	36.6	53.3
	3.	.6	0.0
	4.	0.0	.2
	5.	0.0	.4
	6. omits	10.9	27.8
74.	further music knowledge		
	1. true	54.0	24.1
	2. false	34.5	48.6
	3.	0.0	.2
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	11.5	27.2
75.	emotional release		
	1. true	81.1	47.1
	2. false	10.9	26.7
	3.	0.0	.2
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	8.1	25.9
	I have participated in music experiences:		
76.	through music courses		
	1. true	89.8	68.1
	2. false	7.1	24.5
	3.	1.6	1.0
	4.	0.0	0.0
	5.	0.0	0.0
	6. omits	1.6	6.4
77.	through private instruction		
	1. true	46.9	48.6
	2. false	47.2	42.2
	3.	.3	.2
	4.	.6	.4
	5.	0.0	0.0
	6. omits	5.6	8.6

	K-6	7-12
78. through community music activities		
1. true	51.2	50.6
2. false	43.2	40.1
3.	0.0	0.0
4.	0.0	0.0
5.	0.0	0.0
6. omits	5.6	9.3
79. through church activities		
1. true	75.8	69.8
2. false	21.4	24.1
3.	.3	0.0
4.	0.0	.2
5.	0.0	0.0
6. omits	2.5	6.0
80. in my home		
1. true	78.0	76.3
2. false	18.6§	16.5
3.	0.0	0.0
4.	.3	0.0
5.	0.0	0.0
6. omits	3.1	7.2
81. My most recent attendance of a live formal concert was within:		
1. 1 year	46.3	46.3
2. 2 - 3 years	25.8	25.3
3. 4 - 5 years	9.9	9.1
4. 6 - 10 years	7.8	5.3
5. more than 10 years or never	8.4	9.9
6. omits	1.9	4.1

DANCE

82. Each individual has a variety of means of expressing his feelings to others.		
1. strongly agree	58.1	61.9
2. agree	38.8	32.7
3. disagree	1.2	2.7
4. stronly disagree	0.0	.4
5.	0.0	0.0
6. omits	1.9	2.3

		K-6	7-12
83.	Dance can be one of the means of expressing feelings to others.		
	1. strongly agree	46.6	55.6
	2. agree	46.9	36.4
	3. disagree	3.4	4.3
	4. strongly disagree	.6	.6
	5.	0.0	.2
	6. omits	2.5	2.9
84.	Which of the following do you consider the most important in a dance activity?		
	1. entertainment	21.7	23.9
	2. instruction	3.4	3.5
	3. entertainment and instruction	68.0	65.4
	4. neither is important.	4.0	3.3
	5.	.9	.8
	6. omits	1.9	3.1
85.	Dance activities are used in my classroom:		
	1. frequently	9.0	3.1
	2. sometimes	35.4	17.3
	3. seldom	23.6	11.1
	4. never	25.8	59.3
	5.	2.8	3.7
	6. omits	3.4	5.6
86.	Children's behavior can be changed as a result of participating in dance experiences.		
	1. true	82.0	79.8
	2. false	11.2	14.6
	3.	.9	.6
	4.	0.0	.2
	5.	0.0	.4
	6. omits	5.9	4.3
87.	Dance should be included in:		
	1. curricular experiences only	21.4	17.3
	2. extra-curricular experiences only	46.9	48.6
	3. neither	8.4	12.3
	4.	2.2	4.1
	5.	0.0	.6
	6. omits	21.1	17.1

	K-6	7-12
I have had the following experiences in dance:		
88. recreational dance		
1. true	69.3	66.7
2. false	24.9	23.3
3.	.3	.2
4.	0.0	.2
5.	0.0	.2
6. omits	6.2	9.5
89. private instruction		
1. true	18.3	24.9
2. false	72.4	64.4
3.	.6	.4
4.	0.0	.2
5.	0.0	.2
6. omits	8.7	9.9
90. school related activities		
1. true	64.0	62.3
2. false	29.8	29.0
3.	0.0	.6
4.	0.0	0.0
5.	0.0	.2
6. omits	6.2	7.8
91. community productions		
1. true	20.5	25.3
2. false	70.2	63.8
3	.3	.4
4.	.6	.2
5.	0.0	.4
6. omits	8.4	9.9
92. My most recent attendance of a live production involving dance was within the last:		
1. 1 year	35.7	42.2
2. 2 - 3 years	23.3	18.5
3. 4 - 5 years	10.2	10.5
4. 6 - 10 years	7.8	7.6
5. more than 10 years or never	16.5	14.6
6. omits	6.5	6.6

		K-6	7-12
93.	Do you have a school-wide dance program in your school?		
	1. Yes, a good one.	2.8	4.9
	2. Yes, a quite inadequate one.	11.2	11.7
	3. No.	77.3	74.1
	4.	0.0	.4
	5.	0.0	.2
	6. omits	8.7	8.6
94.	If you do have a program, but if you feel that it is quite inadequate, which of the following is the major reason for its inadequacy?		
	1. lack of trained personnel	11.2	5.6
	2. lack of student interest	2.2	2.9
	3. community attitude	9.0	10.9
	4. lack of administrative interest	5.3	5.8
	5. lack of facilities	7.8	9.1
	6. omits	64.6	65.8
95.	If you have no dance program in your school, which of the following do you feel is the major reason for not having such a program?		
	1. lack of trained personnel	25.2	15.8
	2. lack of student interest	2.2	4.3
	3. lack of administrative interest	15.2	13.8
	4. community attitude	22.4	23.0
	5. lack of facilities	12.7	14.6
	6. omits	22.4	28.4

APPENDIX B

1971 STUDENT SURVEY

STEPHEN FOSTER HUMANITIES CENTER

RESULTS OF STUDENT QUESTIONNAIRE
NOVEMBER 1971

	# of students: 639 Grades 4,5,6	518 Grades 7,8,9	460 Grades 10,11,12
	Percentage of Response		
DRAMA			
1. I have been in a puppet show in school.			
1. true	19.2	11.6	9.3
2. false	77.2	85.3	89.1
3.	.2	0.0	.2
4.	0.0	0.0	0.0
5.	.2	0.0	0.0
6. omits	3.3	3.1	1.3
2. I have done creative dramatics in school.			
1. true	35.5	34.6	21.1
2. false	60.3	62.5	77.2
3.	.5	0.0	.2
4.	0.0	0.0	.2
5.	0.0	0.0	.2
6. omits	3.8	2.9	1.1
3. I have been in a play on stage in school.			
1. true	66.2	66.8	65.2
2. false	30.0	29.2	32.6
3.	.5	0.0	.4
4.	.3	0.0	0.0
5.	0.0	.2	.2
6. omits	3.0	3.9	1.5
4. I have been in a puppet show outside of school.			
1. true	21.0	14.1	9.3
2. false	75.7	82.0	88.7
3.	.3	0.0	0.0
4.	.2	.4	.2
5.	0.0	0.0	.2
6. omits	2.8	3.5	1.5

	Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
5. I have done creative dramatics outside of school.			
1. true	31.9	31.7	20.4
2. false	64.5	65.1	77.6
3.	.3	0.0	0.0
4.	0.0	0.0	.2
5.	0.0	0.0	0.0
6. omits	3.3	3.3	1.7
6. I have been in a play on stage outside of school.			
1. true	29.6	34.7	35.7
2. false	67.3	62.0	62.2
3.	.2	.2	.7
4.	0.0	0.0	0.0
5.	0.0	0.0	.2
6. omits	3.0	3.1	1.3
7. I would like to be in a play.			
1. true	81.1	64.9	63.0
2. false	15.2	31.9	35.4
3.	.2	0.0	0.0
4.	.2	0.0	.2
5.	.2	0.0	.2
6. omits	3.3	3.3	1.1
8. There is a drama club in my school.			
1. true	17.2	42.3	42.6
2. false	78.6	53.7	55.9
3.	0.0	.4	.2
4.	.5	0.0	.2
5.	0.0	0.0	0.0
6. omits	3.8	3.7	1.1
9. I belong, or would like to belong, to a drama club in my school.			
1. true	59.5	50.0	43.3
2. false	37.2	46.3	55.0
3.	.2	0.0	0.0
4.	0.0	0.0	.2
5.	0.0	0.0	0.0
6. omits	3.1	3.7	1.5

	Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
	Percentage of Response		
10. I have seen a live stage production.			
1. true	55.6	63.5	64.6
2. false	40.7	32.6	33.5
3.	.5	.2	.2
4.	0.0	0.0	.2
5.	0.0	.2	0.0
6. omits	3.3	3.5	1.5
11. I think that I could learn some of my lessons at school by acting them out in play form.			
1. true	62.0	53.5	55.2
2. false	33.2	42.1	42.8
3.	0.0	.2	.2
4.	0.0	0.0	0.0
5.	.2	.4	0.0
6. omits	4.7	3.9	1.7
12. The part of the play I like best is:			
1. the acting	48.0	55.6	52.8
2. the lighting	6.3	3.9	3.7
3. the costumes	15.2	9.7	7.4
4. the scene design	5.3	6.2	6.3
5. the story	19.4	20.8	27.6
6. omits	5.8	3.9	2.2

CRAFTS

I have made things in school from:

13. clay.			
1. true	63.1	59.3	57.6
2. false	33.8	37.8	40.9
3.	.2	0.0	0.0
4.	0.0	0.0	0.0
5.	.2	0.0	0.0
6. omits	2.8	2.9	1.5
14. wood.			
1. true	25.7	36.9	45.2
2. false	70.0	60.0	53.3
3.	0.0	0.0	.2
4.	0.0	0.0	0.0
5.	.2	0.0	0.0
6. omits	4.2	3.1	1.3

	Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
15. cloth or yarn			
1. true	47.7	40.0	59.3
2. false	47.9	56.4	39.1
3.	0.0	.2	.2
4.	0.0	0.0	.2
5.	0.0	0.0	0.0
6. omits	4.4	3.5	1.1
16. plastics or metal.			
1. true	19.9	27.4	34.6
2. false	75.0	68.5	64.3
3.	.3	0.0	0.0
4.	0.0	.4	0.0
5.	.2	0.0	0.0
6. omits	4.7	3.7	1.1
I have made things outside of school from:			
17. clay.			
1. true	58.5	67.6	54.8
2. false	38.0	29.0	43.5
3.	0.0	0.0	.2
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	3.3	3.5	1.5
18. wood.			
1. true	51.8	68.0	66.7
2. false	44.1	28.8	32.0
3.	.2	0.0	0.0
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	3.8	3.3	1.3
19. cloth or yarn.			
1. true	53.4	56.2	67.4
2. false	42.6	40.5	30.7
3.	.5	0.0	.2
4.	0.0	0.0	0.0
5.	.2	0.0	0.0
6. omits	3.4	3.3	1.7
20. plastics or metal.			
1. true	30.5	42.7	41.3
2. false	66.2	54.2	57.0
3.	.2	0.0	0.0
4.	.3	0.0	0.0
5.	0.0	0.0	0.0
6. omits	2.8	3.1	1.7

	Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
21. I think I could learn some of my lessons at school by making things out of wood, clay, metal, cloth or things like this.			
1. true	66.5	53.1	51.5
2. false	30.0	43.2	47.0
3.	.2	0.0	.2
4.	0.0	.2	0.0
5.	0.0	0.0	0.0
6. omits	3.3	3.5	1.3
22. I would like to use wood, clay, metal, cloth, plastic or things like this more often to make things in my class.			
1. true	79.5	72.6	60.4
2. false	16.4	23.7	38.3
3.	0.0	.2	0.0
4.	.2	0.0	0.0
5.	0.0	0.0	.2
6. omits	3.9	3.5	1.1
23. There is a club in my school where I can make things.			
1. true	27.4	54.4	55.9
2. false	67.6	42.1	41.7
3.	.5	0.0	.2
4.	0.0	.2	0.0
5.	0.0	0.0	0.0
6. omits	4.5	3.3	2.2
24. I belong, or would like to belong, to a club in my school where I can make things.			
1. true	73.7	65.4	59.6
2. false	21.9	31.3	38.5
3.	.5	0.0	.2
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	3.9	3.3	1.7

ART

25. I have done drawing in school.			
1. true	91.4	86.7	83.9
2. false	5.3	9.8	14.8
3.	.2	.2	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	3.1	3.3	1.3

	Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
26. I have done painting in school.			
1. true	83.1	75.9	66.1
2. false	13.5	20.8	32.6
3.	0.0	0.0	.2
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	3.4	3.3	1.1
27. I have made collages in school.			
1. true	38.3	36.9	47.0
2. false	57.6	58.1	51.5
3.	0.0	0.0	0.0
4.	.2	0.0	.2
5.	0.0	0.0	0.0
6. omits	3.9	5.0	1.3
28. I have made sculpture in school.			
1. true	24.6	24.9	22.6
2. false	71.2	71.2	75.4
3.	.6	0.0	.2
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	3.6	3.9	1.7
29. I have made constructions in school.			
1. true	42.6	41.5	42.4
2. false	52.9	54.6	55.9
3.	0.0	0.0	0.0
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.4	3.9	1.7
30. I have done printmaking in school.			
1. true	54.1	39.4	20.9
2. false	41.5	56.6	77.4
3.	.3	0.0	.2
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.1	4.1	1.5
31. I have done photography in school.			
1. true	22.8	17.6	14.6
2. false	73.6	78.6	83.9
3.	.3	0.0	.2
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	3.3	3.9	1.3

	Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
32. I have done drawing outside of school.			
1. true	72.1	78.2	73.7
2. false	24.3	18.3	24.8
3.	.2	0.0	.2
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	3.4	3.5	1.3
33. I have done painting outside of school.			
1. true	62.3	67.4	58.7
2. false	33.0	28.4	39.3
3.	.2	0.0	0.0
4.	0.0	0.0	0.0
5.	.2	0.0	0.0
6. omits	4.4	4.2	2.0
34. I have made collages outside of school.			
1. true	30.4	26.4	31.1
2. false	65.1	68.9	66.7
3.	0.0	.2	.2
4.	0.0	0.0	.2
5.	0.0	0.0	0.0
6. omits	4.5	4.4	1.7
35. I have made sculptures outside of school.			
1. true	30.2	25.3	15.2
2. false	65.6	70.7	83.0
3.	.2	0.0	0.0
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	3.9	4.1	1.7
36. I have made constructions outside of school.			
1. true	39.1	41.5	44.6
2. false	56.0	54.1	53.5
3.	.2	.2	0.0
4.	0.0	.2	0.0
5.	0.0	0.0	0.0
6. omits	4.7	4.1	2.0
37. I have done printmaking outside of school.			
1. true	36.9	28.2	13.7
2. false	58.7	68.1	84.3
3.	0.0	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.4	3.7	2.0

	Grades 4,5,6,	Grades 7,8,9,	Grades 10,11,12
38. I have done photography outside of school.			
1. true	37.1	54.2	58.5
2. false	57.9	42.5	39.8
3.	.2	.4	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.9	2.9	1.7
39. I would like to do more art activities in my classroom.			
1. true	81.8	70.1	65.0
2. false	13.5	26.1	32.8
3.	.3	.4	0.0
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.2	3.5	2.2
40. There is an art club in my school.			
1. true	27.1	56.4	59.8
2. false	67.9	39.8	38.3
3.	.2	.2	0.0
4.	0.0	.2	0.0
5.	0.0	0.0	0.0
6. omits	4.9	3.5	2.0
41. I belong, or would like to belong, to an art club.			
1. true	67.3	48.1	44.8
2. false	28.2	48.3	53.7
3.	.3	0.0	.2
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.2	3.7	1.3
42. I do art activities in school.			
1. true	74.8	36.3	27.2
2. false	20.0	60.2	71.5
3.	.5	.2	0.0
4.	.3	0.0	.2
5.	0.0	0.0	0.0
6. omits	4.4	3.3	1.1
43. I do art activities outside of school.			
1. true	40.4	34.4	26.7
2. false	43.0	47.3	53.7
3.	4.4	8.9	11.1
4.	7.4	6.0	6.7
5.	.2	.2	.2
6. omits	4.7	3.3	1.5

	Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
44. I have been to an art gallery or art show.			
1. true	33.5	35.5	48.3
2. false	62.0	61.4	50.2
3.	.2	.2	0.0
4.	.2	0.0	.2
5.	.2	0.0	0.0
6. omits	4.1	2.9	1.3
45. We talk about art in our classroom.			
1. true	59.9	26.6	33.3
2. false	35.2	69.7	64.8
3.	0.0	0.0	0.0
4.	.3	.2	0.0
5.	.3	0.0	0.0
6. omits	4.2	3.5	2.0
46. I look at art in magazines or books:			
1. a lot	43.3	31.3	36.7
2. sometimes	37.1	46.9	45.9
3. hardly ever	11.1	12.7	11.3
4. never	3.6	5.2	4.1
5.	.3	.2	.4
6. omits	4.5	3.7	1.5

MUSIC

47. I have sung in school.			
1. true	82.2	74.5	77.4
2. false	12.8	21.8	21.3
3.	.3	.2	0.0
4.	.2	0.0	0.0
5.	.3	0.0	0.0
6. omits	4.2	3.5	1.3
48. I have played an instrument in school.			
1. true	51.0	45.4	40.9
2. false	44.1	50.6	57.6
3.	.5	0.0	0.0
4.	0.0	0.0	0.0
5.	.3	0.0	0.0
6. omits	4.1	4.1	1.5

	Grades 4,5,6	Grades 7,8,9,	Grades 10,11,12
49. I have written a song in school.			
1. true	26.1	22.4	10.9
2. false	67.8	74.3	87.4
3.	.6	0.0	0.0
4.	.3	0.0	0.0
5.	0.0	0.0	0.0
6. omits	5.2	3.3	1.7
50. I have played music games or moved to music in school.			
1. true	57.7	51.2	55.7
2. false	36.9	45.4	42.8
3.	.2	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	5.2	3.5	1.5
51. I have studied music in school.			
1. true	70.6	74.3	75.0
2. false	24.3	22.4	23.9
3.	.3	0.0	0.0
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.7	3.3	1.1
52. I have listened to music in school.			
1. true	84.4	87.5	93.5
2. false	10.8	9.5	5.4
3.	.3	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.5	3.1	1.1
53. I do music activities in school.			
1. true	58.1	42.9	28.9
2. false	36.6	54.1	69.3
3.	0.0	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	5.3	3.1	1.7
54. I have sung outside of school.			
1. true	68.5	72.0	77.2
2. false	26.3	24.3	21.1
3.	.3	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.9	3.7	1.7

	Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
55. I have played an instrument outside of school.			
1. true	46.5	46.5	50.7
2. false	48.5	49.6	47.4
3.	.3	0.0	0.0
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.5	3.9	2.0
56. I have written a song outside of school.			
1. true	28.5	22.6	20.0
2. false	67.0	73.0	77.8
3.	0.0	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.5	4.4	2.2
57. I have played music games or moved to music outside of school.			
1. true	52.3	48.5	56.1
2. false	43.2	48.5	42.4
3.	0.0	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.5	3.1	1.5
58. I have listened to music outside of school.			
1. true	74.6	86.9	92.4
2. false	20.0	10.2	5.9
3.	0.0	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	5.3	2.9	1.7
59. I have studied music outside of school.			
1. true	40.5	42.1	43.7
2. false	54.3	54.2	54.8
3.	.3	.4	0.0
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.7	3.3	1.5
60. I do music activities outside of school.			
1. true	39.9	39.0	48.5
2. false	54.3	57.5	50.0
3.	.2	.4	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	5.6	3.1	1.5

	Grades 4,5,6,	Grades 7,8,9	Grades 10,11,12
61. I would like to do more music activities in school.			
1. true	64.9	48.5	47.4
2. false	29.9	47.7	50.9
3.	0.0	.2	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	5.2	3.7	1.7
62. There is a singing group in my school.			
1. true	38.5	63.4	81.3
2. false	54.8	33.4	16.5
3.	0.0	.2	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	6.7	4.1	2.2
63. I belong, or would like to belong, to a singing group.			
1. true	60.7	43.2	43.5
2. false	33.5	53.1	54.8
3.	.3	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	5.5	3.7	1.7
64. There is an instrumental group in my school.			
1. true	32.9	67.0	77.8
2. false	60.4	29.0	20.0
3.	.2	.2	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	6.6	3.9	2.2
65. I belong, or would like to belong, to and instrumental group.			
1. true	46.9	35.7	33.7
2. false	48.0	61.0	63.9
3.	0.0	0.0	0.0
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.9	3.3	2.4

	Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
66. I have been to a music program in school.			
1. true	65.4	72.4	79.6
2. false	29.9	23.6	17.8
3.	.2	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.5	4.1	2.6
67. I have been to a music program outside of school.			
1. true	51.2	62.4	74.6
2. false	43.8	33.4	23.3
3.	.5	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	4.5	4.2	2.2
68. We talk about music in our classroom.			
1. true	46.5	37.5	44.8
2. false	46.8	58.1	52.6
3.	.3	0.0	0.0
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	6.3	4.4	2.6

DANCE

69. I have done slow and fast dancing in school.			
1. true	40.8	39.4	45.4
2. false	53.7	56.6	51.3
3.	0.0	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	5.5	4.1	3.3
70. I have done folk and square dancing in school.			
1. true	36.2	42.7	62.0
2. false	57.6	52.7	35.0
3.	0.0	0.0	0.0
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	6.1	4.6	3.3

	Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
71. I have done ballet and stage dancing in school.			
1. true	18.5	10.0	10.2
2. false	74.8	85.9	87.4
3.	.2	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	6.6	5.0	2.4
72. I have danced out a story or played dancing games in school.			
1. true	26.8	21.8	20.9
2. false	66.0	73.2	76.7
3.	.2	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	7.0	5.0	2.4
73. I have done slow and fast dancing outside of school.			
1. true	52.1	64.3	81.3
2. false	41.2	30.9	16.3
3.	0.0	0.0	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	6.7	4.8	2.4
74. I have done folk and square dancing outside of school.			
1. true	29.3	27.8	31.5
2. false	64.8	67.0	66.1
3.	0.0	.4	0.0
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	5.9	4.8	2.4
75. I have done ballet and stage dancing outside of school.			
1. true	18.0	13.1	9.6
2. false	75.9	81.9	87.8
3.	.2	.4	.2
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	5.9	4.6	2.4

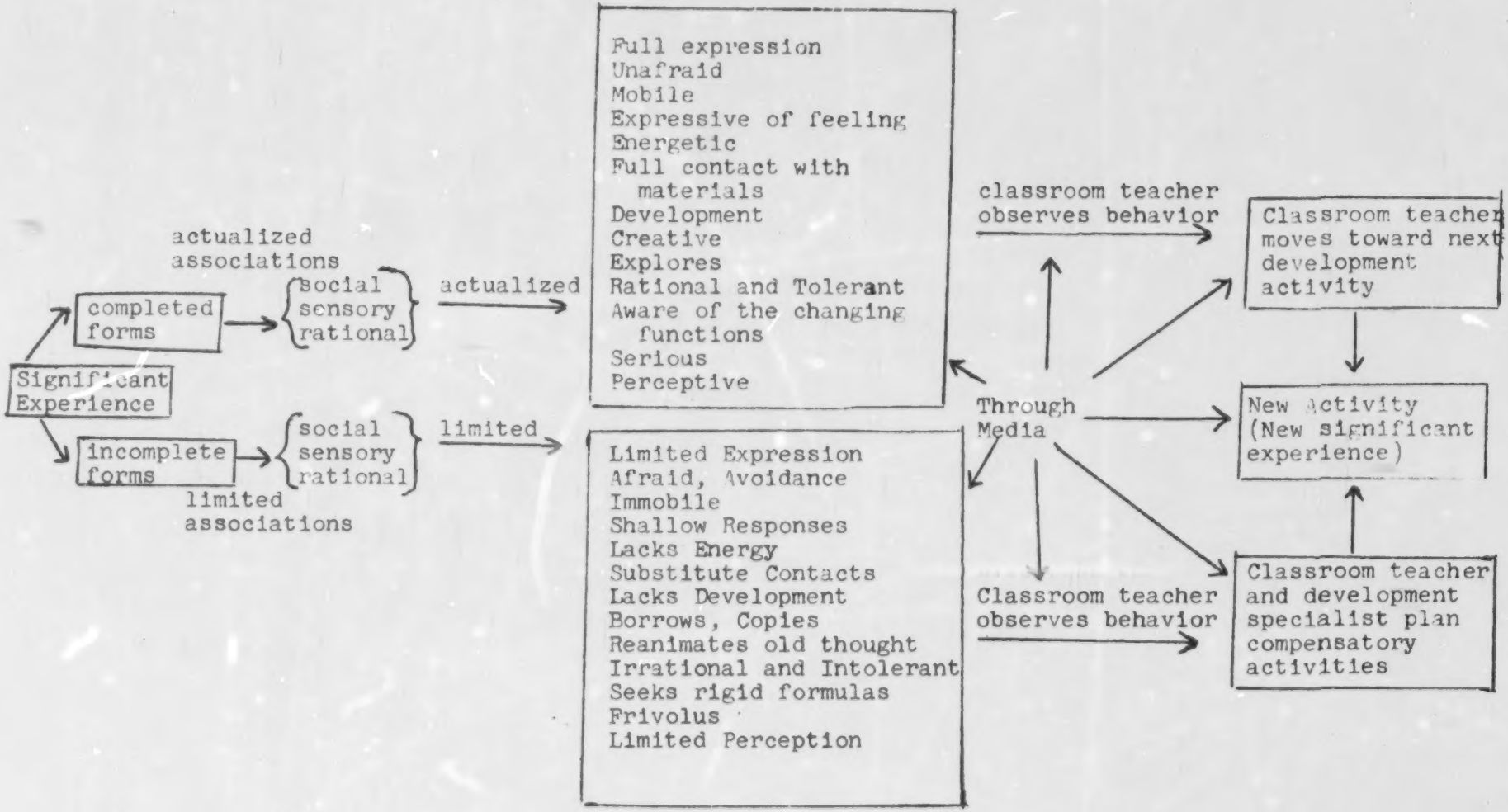
		Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
76.	I have danced out a story or played dancing games outside of school.			
	1. true	27.1	21.0	17.6
	2. false	66.4	73.7	79.8
	3.	0.0	0.0	.2
	4.	0.0	0.0	0.0
	5.	0.0	0.0	0.0
	6. omits	6.6	5.2	2.4
77.	I would like to do more dance activities in my classroom.			
	1. true	43.7	40.0	33.0
	2. false	49.0	54.8	63.5
	3.	.2	0.0	0.0
	4.	0.0	0.0	0.0
	5.	0.0	0.0	.2
	6. omits	7.2	5.2	3.3
78.	In my classroom, I would most like to do:			
	1. slow and fast dancing	30.4	43.1	43.0
	2. folk and square dancing	25.2	16.8	10.7
	3. ballet and stage dancing	6.3	2.3	4.1
	4. dancing out a story or dancing games	7.2	2.9	3.3
	5. none of the above	23.5	29.9	35.2
	6. omits	7.5	5.0	3.7
79.	I have seen a live dance performance, such as folk or square dancing, on stage in school.			
	1. true	42.7	43.1	39.6
	2. false	49.1	51.7	56.5
	3.	0.0	0.0	0.0
	4.	0.0	0.0	.2
	5.	.3	0.0	.2
	6. omits	7.8	5.2	3.5
80.	I have seen a live dance performance, such as folk or square dancing, on stage outside of school.			
	1. true	40.8	44.0	51.3
	2. false	51.2	50.8	45.0
	3.	.5	0.0	0.0
	4.	.2	0.0	0.0
	5.	0.0	0.0	0.0
	6. omits	7.4	5.2	3.7

	Grades 4,5,6	Grades 7,8,9	Grades 10,11,12
81. We have talked about dance in our classroom.			
1. true	31.5	31.3	29.8
2. false	62.0	63.1	66.1
3.	.2	0.0	.4
4.	0.0	0.0	0.0
5.	.2	.2	.2
6. omits	6.3	5.4	3.5
82. There is a dance club in my school.			
1. true	17.2	12.0	2.8
2. false	75.7	83.2	92.6
3.	0.0	0.0	.2
4.	0.0	0.0	0.0
5.	0.0	0.0	0.0
6. omits	7.0	4.8	4.3
83. I belong, or would like to belong, to a dance club in my school.			
1. true	38.5	31.1	25.2
2. false	55.1	63.7	71.3
3.	0.0	.4	.4
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	6.3	4.8	3.0
84. I think that having dance could help me learn some of the other things in school.			
1. true	36.5	29.8	25.2
2. false	57.0	66.0	71.1
3.	.3	.2	.2
4.	.2	0.0	0.0
5.	0.0	0.0	0.0
6. omits	6.1	4.4	3.5

APPENDIX C

AN APPROACH TO AN INTERDISCIPLINARY HUMANITIES PROGRAM

AN APPROACH TO AN INTERDISCIPLINARY HUMANITIES PROGRAM



APPENDIX D

RATIONALES - IMPORTANCE OF ARTS AREAS

THE VISUAL ARTS IN THE CURRICULUM - A SPECIALIZED RATIONALE

The Visual Arts provide for the necessary activities which come only from within the child and which converts those inner impulses into reasonable form.

Man's work remains from generation to generation in the form of Art. The study of man is the study of these works; and in their non-literal form, these provide for an endless and fascinating process of values definition. The inspiration of the past as well as the follies of the past remain for the study of man's "spirit."

By means of the plastic means at hand the child may include or exclude those essentials in ideas which adjust the external reference to the internal reality.

Experience in these media allow for growth in sensitivity to all of the visual phenomena.

The explicit and implicit content of the childs work indicates personal adjustment and growth within any art formation process but more importantly this growth is apparent to the teacher or spectator.

The images and symbols which make up the forms are selective statements about the world and about life and the unique modifications, additions, deletions, etc., speak in comprehensive terms about the realities which the child experiences.

Here the frustrations may be overcome,

Here the aspirations may be symbolized,

Here the mood and attitude of reflection may be allowed to dominate the time and thoughts of the child and, following the point of departure, the standards and the effects of the work are the result of the child's decision and demonstrate his own independent associations with the world.

CRAFTS

Crafts are generally considered a process of creative activity in which a product is the record or result of experiences. The expression involves the manipulation of materials toward a new form; the making of order out of chaos. It is the experience of creation and its many learning aspects which provides the child with improved self-concept.

The inclusion of crafts in the elementary learning structure provides the child a positive opportunity for improved motor skills. Emphasis on visual and tactual qualities, through the manipulation of raw materials, provides the child with the means and conditions for judgment, expression of feeling; imagination, growth, sense awareness, originality and independence.

Crafts give the child an experience for immediate success - improving his self-concept; thus the teacher becomes more effective because the opportunity for self-improvement is provided the child.

DESIRED GENERAL MUSICAL OUTCOMES

The child is the first factor, the music is the second factor. It is believed that the generally educated person will have certain minimum skills and understandings with respect to music. While he develops these he will at the same time develop attitudes about music; he will have included music in his system of values. We start where the child is and through sequential developmental experiences gradually arrive at these general outcomes.

I. Skills

- A. Listening with a purpose.
- B. Making music regardless of individual differences.
  1. Be able to sing, satisfying to self and expressively
  2. Be able to express himself on an instrument, bought or homemade.
- C. Be able to interpret musical notation (symbolic language)
- D. Student will develop his creative and expressive nature.

II. Understandings

- A. Understand the importance of design in music. Know the component parts of music and the interrelationships that exist between melody, rhythm, harmony and form.
- B. Increase his understanding of the world and its cultures through the comprehension of the expressive elements of a society.
- C. Understand the relationships existing between music and other areas of human endeavors.
- D. Understand the place of music in contemporary society.

III. Attitudes

- A. Student will value music as a means of self-expression and communication.
- B. He will find satisfaction and meaning in a music experience.
- C. He will desire to continue his musical experiences.
- D. He will exercise music judgment.

SPEAKING OF MEDIA - MUSIC IN ONE MEDIUM

COMMUNICATION IS A TOOL FOR PEOPLE TO PEOPLE UNDERSTANDING AND EXPRESSION.

THE CHILD IS THE FIRST FACTOR, THE MEDIUM IS THE SECOND FACTOR.

Why should music (or the arts) be an integral part of the curriculum? "In todays world music is more available to people than ever has been true in times past. It is important that pupils as a part of their general education learn to appreciate, to understand, to create, and to criticize with discrimination those products of the mind, the voise, the hand, and the body which give dignity to the person and exalt the spirit of man. Music learnings are the responsibility of the whole school."[1] The affective, cognitive and psychomotor skills involved in musical learning as a medium of expression are not foreign, but close-kin to those skills developed through the traditional curriculum media, namely: reading, writing and arithmetic, plus any variations thereof.

Experiences in music should be provided for all students regardless of, or <u>because</u> of their individual differences. Opportunities for continuing musical studies should be provided for those particular students who wish to pursue their musical education in order to develop expertise and excellence in any particular phase: be it performance, composition, musicology or simply as for personal enjoyment as a general consumer. Every person today is a consumer of music, either by choice or by circumstance via the mass media. It should go without saying that every person is not, or will not become a polished musician, that is, a performer, creator or producer of music.

Through a variety of quality musical experiences students may discover that particular medium in which they can best express themselves and through which they can communicate, as social beings, to their society. Quality experiences thereby provide the opportunity for developing a set of skills which allow an outlet for, or which facilitate creativity, the expression of ideas, emotions and feelings through sounds individually or collectively created (composed) or produced. Students can find personal satisfaction and meaning in music, and develop an understanding of the world and its cultures through the comprehension of one of the expressive elements of past societies and more specifically that society to which the student belongs today.

Students exercise value standards as they make independent intellectual judgments about artistic quality in all their experiences, through quality musical experiences which impart and reinforce those innate qualities of that medium which make it unique as a means of communication. The study of the elements, basic concepts and facts about, or inherent in this unique medium in a logical, sequential, developmental approach starting where the child is,

should produce a more discerning, more discriminate individual. Without quality experiences in music their decisions will be based upon stereotypes and prejudices which can be and are easily manipulated by the mass media and superficial shifts in fashion.

Students need to exercise social responsibility in making personal and group decisions about music and the arts. In a free society each individual is socially responsible for the quality of music he contributes in his home, his work, and in the decisions he makes as a voting citizen in civic planning re: housing, parkways and conservation, all of which involve the arts. The arts as a function of society are the responsibility of all citizens. "Neither an outstanding nation nor a worthy individual can be intellectually mature and aesthetically impoverished. School programs should reflect a balanced image of social and artistic values." [2]

1 The Arts in the Comprehensive Secondary School, pp. 4, 5 National Association of Secondary School Principals, 1962.

2 Idem

DRAMA

"Drama is a process involving players with or without scripts, working with or without a director and with or without an audience. Drama can range from the simplest form of role playing to the most extravagant production." Drama involves and unifies the total child - his intellect, senses, body, voice, emotions and imagination in situations that help him to discover himself and his relation to society. Perhaps the most important service that an exposure to drama can render is to encourage a child's involvement in an idea in a special capacity - that of an emotionally aware, creative thinking person interacting with those around him.

Drama experiences in the classroom give the child "permission" to feel, to expand, to relate to his inner promptings and his inhibitions. We are all too aware of the "acting out" stages a child goes through and the poignant demands he makes on us to recognize him as a special individual; all too often the methods used by the child are decoy maneuvers designed to draw attention to himself generally. He doesn't have an established framework to operate in that can enable him to give vent to specific frustrations. The aim then of drama must be to develop an atmosphere of respect and understanding wherein a developing personality has room to probe, to explore and to expand on genuine emotions and senses. The aim in implementing a program of drama must be steady and directed towards allowing a natural acting out, a natural creating realistically guided. A child instinctively seeks guidelines for his behavior, he is used to "do's and don'ts"; we have to go beyond that concept and allow the child to create, to give him permission to feel and most important to find ways to effectively convey that feeling.

Drama as an art form cannot be approached without a good footing on its paving stones, these are primarily the sense awareness and movement activities, role playing, expression and characterization activities. Just as a child is constantly finding new ways of communicating verbally through new words, artistically through new materials, paints, etc., or musically through song, and all the marvelous sound making things that children find, so he should be finding new ways to communicate through his own tool chest - his body and his feelings. Like any other instrument, body and feelings have to be played continually. One has to develop a feel for their use, learn their limitations and their adaptability. The primary thing a child learns from experiencing these basic tools is more than a footing on the groundwork of an art form - it is a knowledge of what he can do with his own raw materials and through the use of these materials what he can communicate to other human beings, people who, like him, are begging to grow from where they are right now and will continue to grow and share always from the present, always more and more able to give and receive new emotional stimulus.

DANCE

Every age has had its dance. The gamut of dance professionals proclaim that this evidence establishes its value. It is true that dance is one of man's oldest and most basic means of expression. And it is also true that through the body man senses and perceives the tensions and rhythms of life around him. But is it enough to assume that because man is impressed with data, therefore, is able to express the import of such information in a meaningful, fulfilling way? Mere perception and comprehension of knowledge are not sufficient for the fullest development of the person. To know is an essential step. But intake of knowledge alone leaves man in a self-enclosed human condition. The assimilation of experience and the building it into a personal, expressive, referential form is essential.

Education strives toward the ideal of developing a physically, intellectually and emotionally integrated person. The very nature of the expressive media makes them especially adapted to this ideal, for through media all the aspects of man's complex nature are united in expression. Dance is one form through which expression may be realized. The most obvious aspect of a dance experience is movement. But movement alone does not necessarily take precedence over the involvement of the intellect, emotions, imagination and spirit. The aim of development of motor ability is to allow for greater freedom in selecting movement that best states the individual's idea. Utilization of knowledge and feeling in dancing make the experience complete..

As an educational tool, the value of dance, lies in the students direct experience with it. Too often, education depersonalizes the individual's relationship with an activity. Dance overcomes this relationship barrier. Expression through movement brings a person into intimate contact with himself, thus the activity. He not only experiences the sensation of himself as a deliberately moving being, but also realizes thoughts and feelings via his self as a moving entity.

APPENDIX E

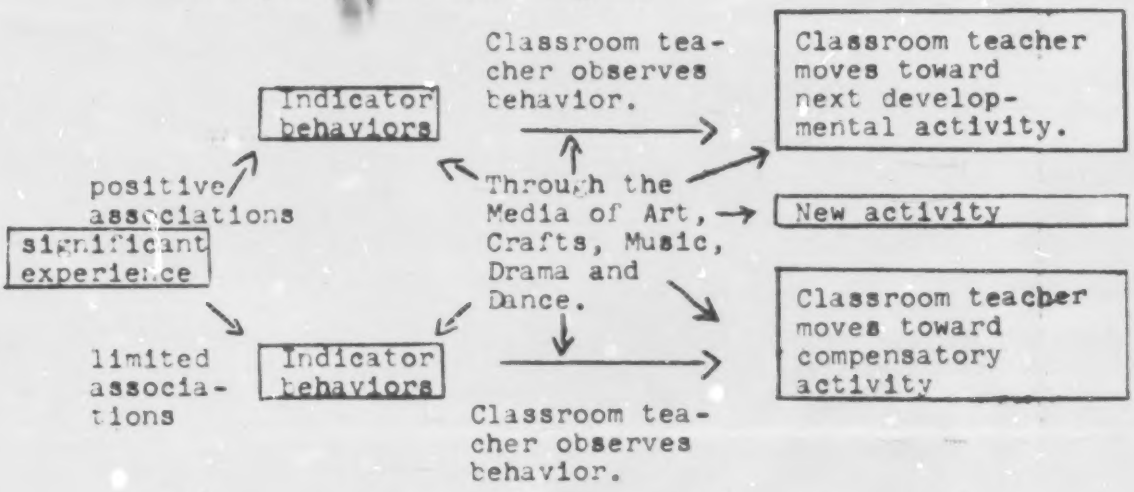
OUTLINES FOR PROTO - TYPE SECTIONS OF HUMANITIES MATERIALS

OUTLINE FOR SECTION I

Section I will describe the relationship of the area under consideration (social, sensory or rational) with the behavioral outcomes resulting from the use of the materials.

Section I:

A. A general rationale, description of the area of emphasis and the diagram:



B. Definitions and descriptions of the area of emphasis and Components

C. Indicator behaviors and definitions and descriptions.

D. General information relating the area of emphasis to Sections II, III, and IV.

OUTLINE FOR SECTION II

(Section II will emphasize each separate art area.)

Section II:

A. Very brief description of the relationships between the area of emphasis and the arts
B. General description of how the section is put together and intended to be used.
    1. Indicator behaviors
    2. Formal responses
    3. General description of the format used for each of the arts areas
C. Media experiences - Art
    1. General information regarding materials
    2. General information regarding procedures
    3. (Title of first art approach)
        a. General description
            1. Purposes
            2. Concepts
            3. Points of departure
            4. Materials
            5. Process hints
        b. Related experiences
            1. (Title of first relating experience)
                a. Expected outcomes
                b. Conditions
                c. Motivating ideas
                d. Materials
                e. Procedures
                f. Evaluation emphasis
                g. Possible follow-up
            2. (Title of second related experience)
                a. Expected outcomes
                b. Conditions
                c. Motivating ideas
                d. Materials
                e. Procedures
                f. Evaluation emphasis
                g. Possible follow-up
            3. (Title of third related experience)
                a. Expected outcomes
                b. Conditions
                c. Motivating ideas
                d. Materials
                e. Procedures
                f. Evaluation emphasis
                g. Possible follow-up
            4. etc.
            5. etc.

c. Evaluation
   1. expected outcomes Completed Limited
   2. Indicator behaviors
      a. _____
      b. _____
   3. Formal responses
      a. _____
      b. _____
   4. Verbal responses
      a. _____
      b. _____

d. Suggested progressions (when behaviors and responses are completed)
   1. Indicator behaviors
   2. Formal responses
   3. Verbal responses

e. Suggested compensations (when behaviors and responses are limited)
   1. Indicator behaviors
   2. Formal responses
   3. Verbal responses

4. (title of second art approach)
   (This would follow the same outline utilized for the "first art approach." There can be any number of approaches given.)

D. Media Experiences - Crafts
   (same outline as "C - Media Experiences - Art")
E. Media Experiences - Music
   (same outline as "C - Media Experiences - Art")
F. Media Experiences - Drama
   (same outline as "C - Media Experiences - Art")
G. Media Experiences - Dance
   (same outline as "C - Media Experiences - Art")

OUTLINE FOR SECTION III

(Section III will emphasize an interdisciplinary approach to the arts)

Section III:

A. Very brief description of the relationships between the area of emphasis and the arts.
B. General description of how the section is put together and intended to be used.
    1. Indicator behaviors
    2. Formal responses
    3. Information relating the arts to one another.
C. Interdisciplinary Experiences
    1. (Title of first approach. For example: Crafts Drama - Music)
        a. General description
            1. Purposes
            2. Concepts
            3. Points of departure
        b. Related experiences
            1. (Title of first related experience)
                a. Expected outcomes
                b. Conditions
                c. Motivation ideas
                d. Materials
                e. Procedures
                f. Evaluation emphasis
                g. Possible follow-up
            2. (Title of second related experience)
                a. Expected outcomes
                b. Conditions
                c. Motivation ideas
                d. Materials
                e. Procedures
                f. Evaluation emphasis
                g. Possible follow-up
            3. (Title of third related experience)
                a. Expected outcomes
                b. Conditions
                c. Motivation ideas
                d. Materials
                e. Procedures
                f. Evaluation emphasis
                g. Possible follow-up
            4. etc.
            5. etc.

c. Evaluation
   1. Expected outcomes
   2. Indicator behaviors — Completed — Limited
      a. _____
      b. _____
   3. Formal responses
      a. _____
      b. _____
   4. Verbal responses
      a. _____
      b. _____

d. Suggested progressions (when behaviors and responses are completed)
   1. Indicator behaviors
   2. Formal responses
   3. Verbal responses

e. Suggested compensations (when behaviors and responses are limited)
   1. Indicator behaviors
   2. Formal responses
   3. Verbal responses

2. (title of second approach. For example: art - music - dance)
(This would follow the same outline utilized "1.) (title of first approach....." There can be any number of approaches given.)

OUTLINE FOR SECTION IV

(Section IV will emphasize an interdisciplinary approach relating the arts to the current curriculum in other subject areas)

Section IV:

A. Very brief description of the relationships between the area of emphasis and the arts.
B. General description of how the book is put together and intended to be used.
   1. Indicator behaviors
   2. Formal responses
   3. Information relating the arts to the other subject areas.
C. Interdisciplinary relationships between Math and the arts.
   1. (title of first approach. For example: Music - Dance - Math)
      a. General description
         1. Purposes
         2. Concepts
         3. Points of departure
         4. Materials
         5. Process hints
      b. Related experiences
         1. (title of first related experience)
            a. Expected outcomes
            b. Conditions
            c. Motivation ideas
            d. Materials
            e. Procedures
            f. Evaluation emphasis
            g. Possible follow-up
         2. (title of second related experience)
            a. Expected outcomes
            b. Conditions
            c. Motivation ideas
            d. Materials
            e. Procedures
            f. Evaluation emphasis
            g. Possible follow-up
         3. (title of third related experience)
            etc.
         4. etc.
         5. etc.
      c. Evaluation
         1. Expected outcomes
         2. Indicator behaviors Completed Limited
            a. _____
            b. _____
            etc.

APPENDIX F

SUMMARIES OF PRE-IMPLEMENTATION EVALUATIONS OF ELEMENTARY HUMANITIES MATERIALS

SUMMARIES OF PRE-IMPLEMENTATION EVALUATIONS OF ELEMENTARY HUMANITIES MATERIALS

Professional Review Panel

Unit: Social

Please rate the materials on the following criteria: (Circle the appropriate numbers: 1-very good, 2-good 3-fair 4-poor, 5-very poor).

1. Appropriate treatment of each of the humanities areas:

A. Art 1 2 3 4 5
Comments:

1). 5 members reporting
2). average rating 2.20
3). range of scores 2-3

B. Crafts 1 2 3 4 5
Comments:

1). 5 members reporting
2). average rating 1.80
3). range of scores 1-2

C. Music 1 2 3 4 5
Comments:

1). 5 members reporting
2). average rating 1.80
3). range of scores 1-2

D. Drama 1 2 3 4 5
Comments:

1). 5 members reporting
2). average rating 1.80
3). range of scores 1-2

E. Dance 1 2 3 4 5
Comments:

1). 5 members reporting
2). average rating 1.80
3). range of scores 1-2

2. Value of materials for use as an intergal part of current curriculums.

1 2 3 4 5

Comments:

1). 5 members reporting
2). average rating 2.00
3). range of scores 2

3. Value of materials for use as a separate program in Art, Crafts, Music, Drama and Dance.

1 2 3 4 5

Comments:

1). 5 members reporting
2). average rating 2.40
3). range of scores 2-3

4. Practicality of materials and resources in regards to materials and resources currently available in the particular school systems.

1 2 3 4 5

Comments:

1). 5 members reporting
2). average rating 1.80
3). range of scores 1-2

5. Practicality of materials and resources regardless of the teacher's previous experiences in Art, Crafts Music, Drama and Dance.

1 2 3 4 5

Comments:

1). 5 members reporting
2). average rating 2.20
3). range of scores 2-3

6. Organization of materials for practical implementation.

1 2 3 4 5

Comments:

1). 5 members reporting
2). average rating 2.00
3). range of scores 2

7. Appropriateness of materials for elementary grade levels.

1 2 3 4 5

Comments:

1). 5 members reporting
2). average rating 1.80
3). range of scores 1-2

8. Selection of major concepts and content elements.
1 2 3 4 5

Comments:

1). 5 members reporting
2). average rating 1.60
3). range of scores 1-2

SUMMARIES OF PRE-IMPLEMENTATION EVALUATIONS OF ELEMENTARY HUMANITIES MATERIALS

Advisory Committee

Unit: Social

Please rate the materials on the following criteria: (Circle the appropriate number: 1-very good, 2-good 3-fair 4-poor, 5-very poor).

1. Appropriate treatment of each of the humanities areas:

A. Art 1 2 3 4 5
Comments:

1). 16 members reporting
2). average rating 1.31
3). range of scores 1-2

B. Crafts 1 2 3 4 5
Comments:

1). 16 members reporting
2). average rating 1.18
3). range of scores 1-2

C. Music 1 2 3 4 5
Comments:

1). 16 members reporting
2). average rating 1.18
3). range of scores 1-3

D. Drama 1 2 3 4 5
Comments:

1). 16 members reporting
2). average rating 1.18
3). range of scores 1-3

E. Dance 1 2 3 4 5
Comments:

1). 16 members reporting
2). average rating 1.25
3). range of scores 1-2

2. Value of materials for use as an intergal part of current curriculums.

1 2 3 4 5

Comments:

1). 15 members reporting
2). average rating 1.25
3). range of scores 1-3

3. Value of materials for use as a separate program in art, crafts, music, drama and dance.

1 2 3 4 5

Comments:

1). 16 members reporting
2). average rating 1.5
3). range of scores 1-4

4. Practicality of materials and resources in regards to materials and resources currently available in the particular school systems.

1 2 3 4 5

Comments:

1). 15 members reporting
2). average rating 1.18
3). range of scores 1-3

5. Practicality of materials and resources regardless of the teacher's previous experiences in Art, Crafts, Music, Drama and Dance.

1 2 3 4 5

Comments:

1). 16 members reporting
2). average rating 1.31
3). range of scores 1-3

6. Organization of materials for practical implementation.

1 2 3 4 5

Comments:

1). 16 members reporting
2). average rating 1.25
3). range of scores 1-3

7. Appropriateness of materials for elementary grade levels.

1 2 3 4 5

Comments:

1). 16 members reporting
2). average rating 1.25
3). range of scores 1-2

8. Selection of major concepts and content elements.
1 2 3 4

Comments:

1). 16 members reporting
2). average rating 1.12
3). range of scores 1-3

APPENDIX G

SUMMARY OF INITIAL PILOT TEACHERS' EVALUATIONS OF MATERIALS

Summary Of Teachers' Evaluation Of Elementary Humanities
Instructional Units
(Pilot Implementation)

A. Use of materials:

1) One teacher did not rate use of materials.
2) One teacher rated between "Used some" and "did not use".
3) Five teachers rated their use as "Used some".
4) One teacher rated use as "Used extensively".

B. Please rate the materials on the following criteria: (circle the appropriate number: 1-very good, 2-good, 3-fair, 4-poor, 5-very poor)

(One teacher checked "2-good" in the above criteria and did not include a rating on the following. This teacher was not included on the following ratings).

1. Appropriate treatment of each of the humanities areas:

a. art

1 2 3 4 5

1) 7 teachers rating
2) average rating 1.57
3) Range of scores 1-3

comments:

The students really enjoyed their lessons.

b. Crafts

1 2 3 4 5

1) 7 teachers rating
2) average rating 1.14
3) Range of score 1-2

comments:

Very worthwhile.

c. Dance

1 2 3 4 5

1) 5 teachers rating
2) average rating 2.6
3) Range of scores 1-4

comments:

Did not use due to lack of time.
Did not use.

d. Drama

1 2 3 4 5

1) 6 teachers rating
2) average rating 2.0
3) Range of scores 1-3

comments:

Did not use due to lack of time.

e. Music

1 2 3 4 5

1) 7 teachers rating
2) average rating 1.85
3) Range of scores 1-3

comments:

none.

2. Value of materials for use as an integral part of current curriculum.

1 2 3 4 5

1) 7 teachers rating
2) average rating 1.85
3) Range of scores 1-3

comments:

none.

3. Value of materials used as a separate program in art, crafts, music, drama and dance.

1 2 3 4 5

1) 7 teachers rating
2) average rating 1.71
3) Range of scores 1-3

comments:

none.

4. Practicality of materials and resources in regards to materials and resources currently available in the particular school systems.

1 2 3 4 5

1) 6 teachers rating
2) average rating 1.83
3) Range of scores 1-3

comments:

Did not have the necessary materials.

5. Practicality of materials and resources regardless of the teacher's previous experience in art, crafts, dance, drama and music.

1 2 3 4 5

1) 7 teachers rating
2) average rating 1.28
3) Range of scores 1-2

comments:

none.

6. Organization of materials for practical implementation.

1 2 3 4 5

1) 7 teachers rating
2) average rating 1.42
3) Range of scores 1-2

comments:

none.

7. Appropriateness of materials for elementary grade levels.

1 2 3 4 5

1) 7 teachers rating
2) average rating 1.42
3) Range of scores 1-2

comments:

none.

8. Selection of major concpets and content elements.

1 2 3 4 5

1) 7 teachers rating
2) average rating 1.42
3) Range of scores 1-2

comments:

none.

9. Teacher projection of positive attitudes towards the humanities.

1 2 3 4 5

1) 7 teachers rating
2) average rating 1.42
3) Range of Scores 1-2

comments:

none.

10. Anticipated level of student interest.

1 2 3 4 5

1) 7 teachers rating
2) average rating 1.71
3) Range of scores 1-2

comments:

none.

APPENDIX H

EVALUATION FORM FOR IMPLEMENTATION OF ELEMENTARY HUMANITIES MATERIALS

EVALUATION OF IMPLEMENTATION
OF ELEMENTARY HUMANITIES
INSTRUCTIONAL UNITS

Date: _____ Length of observation:

Evaluator: _____ Began: _____

Teacher: _____ Concluded: _____

I. Check County, Grade Level and Unit observed:

County

Baker		Madison	
Columbia		Suwannee	
Hamilton		Union	
Lafayette		Epiphany School	

Grade Level

K	1	2	3	4	5	6

Unit Observed

Unit	1	2	3	4	5	6	
Rational							
Social							
Sensory							

II. Humanities materials utilized as:

Separate Humanities Lesson	
Integral part of curriculum	

III. Please rate the implementation on the following criteria: (Circle the appropriate rating: 1-very good, 2-good, 3-fair, 4-poor, 5-very poor, NA-Not Applicable)

1. Teacher exhibits a working knowledge of unit objective and concepts.

Art: 1 2 3 4 5
Comments:

Crafts: 1 2 3 4 5
Comments:

Music: 1 2 3 4 5
Comments:

Drama: 1 2 3 4 5
Comments:

Dance: 1 2 3 4 5
Comments:

2. Active participation of students.
1 1 2 3 4 5
Comments:

3. Appropriate use of materials and resources.
1 2 3 4 5
Comments:

4. Inter-relating two or more humanities areas.
1 2 3 4 5 NA
Comments:

5. Effectiveness of teacher demonstration.
1 2 3 4 5 NA
Comments:

6. Student reaction to lesson.
1 2 3 4 5
Comments:

7. Teacher/student interaction.
1 2 3 4 5
Comments:

8. Appropriateness of presentation in regards to age level of students.
1 2 3 4 5
Comments:

9. Teacher projection of positive attitude towards the humanities.
1 2 3 4 5
Comments:

APPENDIX I

SUMMARY OF EVALUATIONS OF IMPLEMENTATION OF ELEMENTARY HUMANITIES MATERIALS

SUMMARY OF EVALUATIONS OF IMPLEMENTATION

OF ELEMENTARY HUMANITIES MATERIALS

Arts Specialists Reporting

Please rate the implementation on the following criteria: (Circle the appropriate rating: 1-very good, 2-good, 3-fair, 4-poor, and 5-very poor, NA-not applicable)

1. Teacher exhibits a working knowledge of unit objective and concepts.

Art: 1 2 3 4 5
1) 2 evaluations
2) average rating 1.5
3) range of scores 1-2
Comments: None

Crafts: 1 2 3 4 5
1) 7 evaluations
2) average rating 2.22
3) range of scores 1-3
Comments: None

Music: 1 2 3 4 5
1) 8 evaluations
2) average rating 2.63
3) range of scores 1-5
Comments: (a) music specialist initiating the activity - classroom teacher actively assisting; (b) all children of this particular group were involved, happily and knowledgeably in a healthy learning situation; (c) Basic music facts regarding meter unknown to the math teacher - he did attempt to assist in correlating math relationships to music; (d) specialist observed two teachers as they demonstrated with students the inclusion of folk singing appropriate to social studies unit on Civil War.

Drama: 1 2 3 4 5
1) 5 evaluations
2) average rating 1.80
3) range of scores 1-2
Comments: None

Dance: 1 2 3 4 5
(No evaluations)

2. Active participation of students.
   1 2 3 4 5
   1) 18 evaluations
   2) average rating 1.44
   3) range of scores 1-5
   Comments: None

3. Appropriate use of materials and resources.
   1 2 3 4 5
   1) 18 evaluations
   2) average rating 1.61
   3) range of scores 1-5
   Comments: None

4. Interrelating two or more humanities areas.
   1 2 3 4 5 NA
   1) 4 evaluations (14 NA's)
   2) average rating 2.25
   3) range of scores 1-5
   Comments: None

5. Effectiveness of teacher demonstration.
   1 2 3 4 5 NA
   1) 8 evaluations (8 NA's and 2 with comments only)
   2) average rating 2.50
   3) range of scores 1-5
   Comments: Teacher worked with me. Teacher worked with me.

6. Student reaction to lesson.
   1 2 3 4 5
   1) 18 evaluations
   2) average rating 1.39
   3) range of scores 1-5
   Comments: None

7. Teacher/student interaction.
   1 2 3 4 5
   1) 18 evaluations
   2) average rating 1.89
   3) range of scores 1-5
   Comments: None

8. Appropriateness of presentation in regards to age level of students.
   1 2 3 4 5

1) 18 evaluations
2) average rating 1.56
3) range of scores 1-5
Comments: None

9. Teacher projection of positive attitude towards the humanities.
1 2 3 4 5
1) 18 evaluations
2) average rating 1.78
3) range of scores 1-5
Comments: None

APPENDIX J

STUDENT SURVEY

STEPHEN FOSTER HUMANITIES CENTER

Student Questionnaire

DRAMA

1. I have been in a puppet show in school.

   1. true
   2. false

2. I have done creative dramatics in school.

   1. true
   2. false

3. I have been in a play on stage in school.

   1. true
   2. false

4. I have been in a puppet show outside of school.

   1. true
   2. false

5. I have done creative dramatics outside of school.

   1. true
   2. false

6. I have been in a play on stage outside of school.

   1. true
   2. false

7. I would like to be in a play.

   1. true
   2. false

8. There is a drama club in my school.

   1. true
   2. false

9. I belong, or would like to belong, to a drama club in my school.

   1. true
   2. false

10. I have seen a live stage production.

    1. true
    2. false

11. I think that I could learn some of my lessons at school by acting them out in play form.

    1. true
    2. false

12. The part of the play that I like best is:

    1. the acting
    2. the lighting
    3. the costumes
    4. the scene design
    5. the story

CRAFTS

I have made things in school from:

13. clay.

    1. true
    2. false

14. wood.

    1. true
    2. false

15. cloth or yarn.

    1. true
    2. false

16. plastics or metal.

    1. true
    2. false

I have made things outside of school from:

17. clay.

    1. true
    2. false

18. wood.

    1. true
    2. false

19. cloth or yarn.

1. true
2. false

20. plastics or metal.

1. true
2. false

21. I think I could learn some of my lessons at school by making things out of wood, clay, metal, cloth or things like this.

1. true
2. false

22. I would like to use wood, clay, metal, cloth, plastic or things like this more often to make things in my class.

1. true
2. false

23. There is a club in my school where I can make things.

1. true
2. false

24. I belong, or would like to belong, to a club in my school where I can make things.

1. true
2. false

ART

25. I have done drawing in school.

1. true
2. false

26. I have done painting in school.

1. true
2. false

27. I have made collages in school.

1. true
2. false

28. I have made sculpture in school.

1. true
2. false

29. I have made constructions in school.

1. true
2. false

30. I have done printmaking in school.

1. true
2. false

31. I have done photography in school.

1. true
2. false

32. I have done drawing outside of school.

1. true
2. false

33. I have done painting outside of schcol.

1. true
2. false

34. I have made collages outside of school.

1. true
2. false

35. I have made sculptures outside of school.

1. true
2. false

36. I have made constructions outside of school.

1. true
2. false

37. I have done printmaking outside of school.

1. true
2. false

38. I have done photography outside of school.

1. true
2. false

39. I would like to do more art activities in my classroom.

1. true
2. false

40. There is an art club in my school.

1. true
2. false

41. I belong, or would like to belong, to an art club.

1. true
2. false

42. I do art activities in school.

1. true
2. false

43. I do art activities outside of school.

1. a lot
2. sometimes
3. hardly ever
4. never

44. I have been to an art gallery or art show.

1. true
2. false

45. We talk about art in our classroom.

1. true
2. false

46. I look at art in magazines or books:

1. a lot
2. sometimes
3. hardly ever
4. never

MUSIC

47. I have sung in school.

1. true
2. false

48. I have played an instrument in school.

1. true
2. false

49. I have written a song in school.

1. true
2. false

50. I have played music games or moved to music in school.

1. true
2. false

51. I have studied music in school.

1. true
2. false

52. I have listened to music in school.

1. true
2. false

53. I do music activities in school.

1. true
2. false

54. I have sung outside of school.

1. true
2. false

55. I have played an instrument outside of school.

1. true
2. false

56. I have written a song outside of school.

1. true
2. false

57. I have played music games or moved to music outside of school.

1. true
2. false

58. I have listened to music outside of school.

1. true
2. false

59. I have studied music outside of school.

1. true
2. false

60. I do music activities outside of school.

1. true
2. false

61. I would like to do more music activities in school.

1. true
2. false

62. There is a singing group in my school.

1. true
2. false

63. I belong, or would like to belong to a singing group.

1. true
2. false

64. There is an instrumental group in my school.

1. true
2. false

65. I belong, or would like to belong, to an instrumental group.

1. true
2. false

66. I have been to a music program in school.

1. true
2. false

67. I have been to a music program outside of school.

1. true
2. false

68. We talk about music in our classroom.

1. true
2. false

DANCE

69. I have done slow and fast dancing in school.

1. true
2. false

70. I have done folk and square dancing in school.

1. true
2. false

71. I have done ballet and stage dancing in school.

1. true
2. false

72. I have danced out a story or played dancing games in school.

1. true
2. false

73. I have done slow and fast dancing outside of school.

1. true
2. false

74. I have done folk and square dancing outside of school.

1. true
2. false

75. I have done ballet and stage dancing outside of school.

1. true
2. false

76. I have danced out a story or played dancing games outside of school.

1. true
2. false

77. I would like to do more dance activities in my classroom.

1. true
2. false

78. In my classroom, I would most like to do:

1. slow and fast dancing
2. folk and square dancing
3. ballet and stage dancing
4. dancing out a story or dancing games
5. none of the above

79. I have seen a live dance performance, such as folk or square dancing, on stage in school.

1. true
2. false

80. I have seen a live dance performance, such as folk or square dancing, on stage outside of school.

1. true
2. false

81. We have talked about dance in our classroom.

1. true
2. false

82. There is a dance club in my school.

1. true
2. false

83. I belong, or would like to belong, to a dance club in my school.

1. true
2. false

84. I think that having dance could help me learn some of the other things in school.

1. true
2. false

DRAMA

85. I learn about acting and plays in school:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

86. I like and enjoy the things I learn about acting and plays from my teacher:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

87. My teacher uses acting and plays in class:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

88. My teacher likes to do things using acting and plays:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

89. My teacher helps me with things I like to do with acting and plays:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

90. I learn about acting and plays while I learn about other things in school:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

91. I like the way we learn about acting and plays in school.

1. true
2. false

CRAFTS

92. I learn about making things from wood, clay, metal, yarn and plastic in school:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

93. I like and enjoy making things from wood, clay, metal, yarn and plastic taught to us by my teacher:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

94. My teacher uses wood, clay, metal, yarn and plastic for learning activities in class:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

95. My teacher likes to help us do things with wood, clay, metal, yarn and plastic:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

96. My teacher helps me with things I like to do with wood, clay, metal, yarn and plastic while I learn about other things in school:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

97. I learn about crafts using wood, clay, metal, yarn and plastic while I learn about other things in school:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

98. I like the way we learn about making things from wood, clay, metal, yarn, cloth and plastic:

1. true
2. false

ART

99. I learn things about art in school:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

100. I like and enjoy doing the things I learn about art from my teacher:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

101. My teacher uses art in class:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

102. My teacher likes to help us do things in art:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

103. My teacher helps me with things I like to do in art:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

104. I learn about art while I learn about other things in school:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

105. I like the way we learn about art in school.

1. true
2. false

MUSIC

106. I learn things about music in school:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

107. I like and enjoy doing the things I learn about music from my teacher:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

108. My teacher uses music in class:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

109. My teacher likes to help us do things in music:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

110. My teacher helps me with things I like to do in music:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

111. I learn about music as a part of other lessons:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

112. I like the way we learn about music in school:

1. true
2. false

DANCE

113. I learn things about dance in school:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

114. I like and enjoy doing the things I learn about dance from my teacher:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

115. My teacher uses dance in class:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

116. My teacher likes to help us do things in dance:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

117. My teacher helps me with things I like to do in dance:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

118. I learn about dance while I learn about other things in school:

1. all of the time
2. most of the time
3. some of the time
4. almost never
5. never

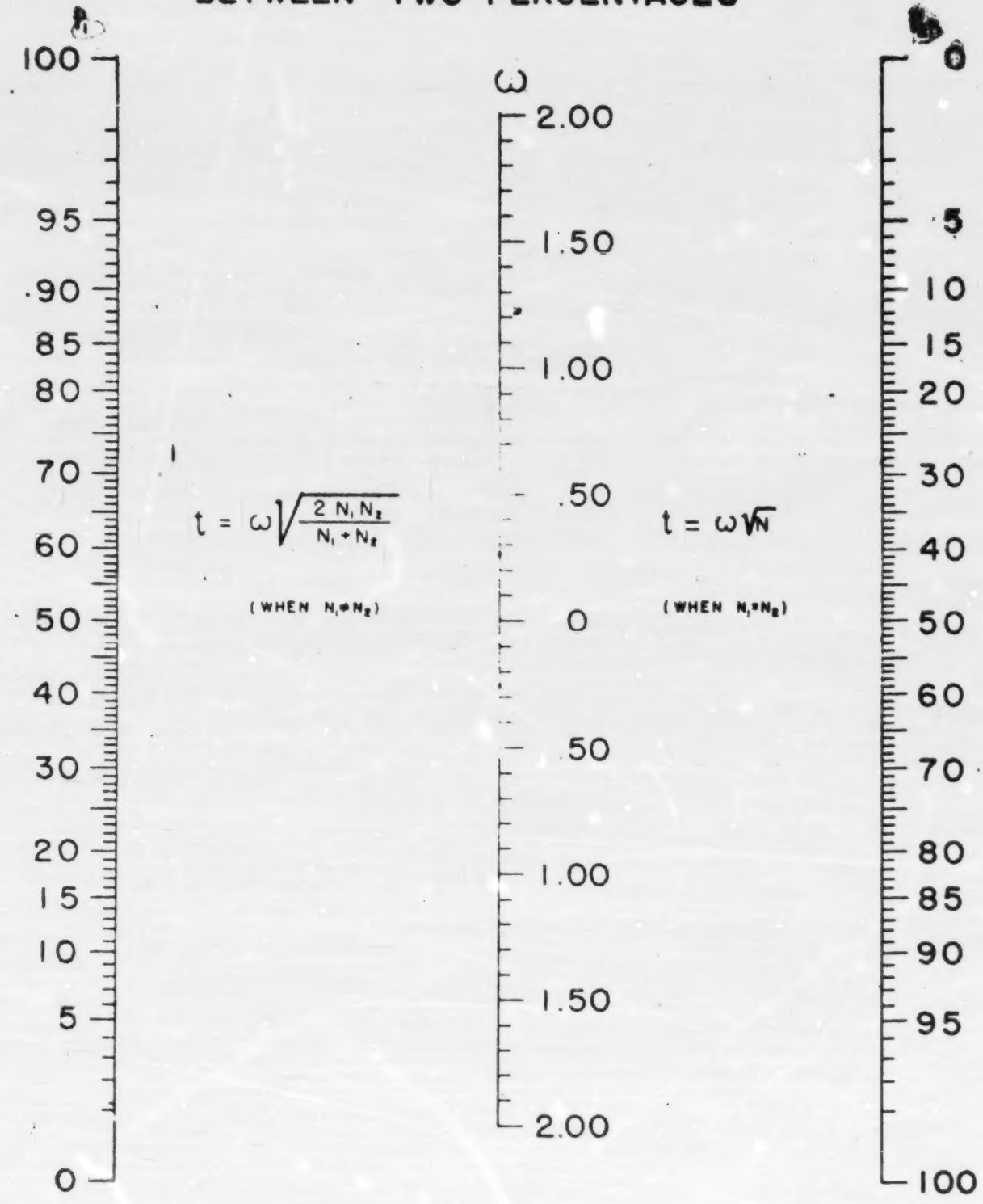
119. I like the way we learn about dance in school.

1. true
2. false

APPENDIX K

THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN TWO PERCENTAGES

THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN TWO PERCENTAGES



C H LAWSHE & P C BAKER
PURDUE UNIVERSITY

APPENDIX L

INITIAL PILOT SURVEY ITEMS INDICATING SIGNIFICANT CHANGE

Initial Pilot Survey Items Indicating Significant Positive Change

DRAMA

(6 of 19 items indicate a significant positive change of 31% of the items in the initial pilot classes and three of the items indicate a positive significant change in the control classes).

Pilot Classes:

Survey Item Number	Item
2.	I have done creative dramatics in school.
5.	I have done creative dramatics outside of school.
6.	I have been in a play on stage outside of school.
8.	There is a drama club in my school.
88.	My teacher likes to do things using acting and plays.
89.	My teacher helps me with things I like to do with acting and plays.

Control Classes:

10.	I have seen a live stage production.
11.	I think that I could learn some of my lessons at school by acting them out in play form.
91.	I like the way we learn about acting and plays in school.

CRAFTS

(2 of 19 items indicate a significant positive change of 10% of the items in the initial pilot classes and one of the items indicate a significant positive change in the control classes).

Pilot Classes:

Survey Item Number	Item
15.	I have made things in school from cloth or yarn.
18.	I have made things outside of school from wood.

Control Classes:

24.	I belong, or would like to belong, to a club in my school where I can make things.

ART

(6 of 29 items indicate a significant positive change of 21% of the items in the initial pilot classes and two of the items indicate a positive significant change in the control classes).

Pilot Classes:

Survey Item Number	Item
26.	I have done painting in school.
29.	I have made constructions in school.
35.	I have made sculptures outside of school.
43.	I do art activities outside of school.
44.	I have been to an art gallery or an art show.
100.	I like and enjoy doing the things I learn about art from my teacher.

Control Classes:

39.	I would like to do more art activities in my classroom.
105.	I like the way we learn about art in school.

MUSIC

(13 of 29 items indicate a significant positive change of 44% of the items in the initial pilot classes and two of the items indicate a positive significant change in the control classes).

Pilot Classes:

Survey Item Number	Item
48.	I have played an instrument in school.
49.	I have written a song in school.
50.	I have played music games or moved to music in school.
53.	I do music activities in school.
55.	I have played an instrument outside of school.
56.	I have written a song outside of school.
57.	I have played music games or moved to music outside of school.
59.	I have studied music outside of school.
60.	I do music activities outside of school.
67.	I have been to a music program outside of school.
68.	We talk about music in our classroom.
109.	My teacher likes to help us do things in music.
110.	My teacher helps me with things I like to do in music.

Control Classes:

61.	I would like to do more music activities in school.
112.	I like the way we learn about music in school.

DANCE

(9 of 23 items indicate a significant positive change of 38% of the items in the initial pilot classes and one of the items indicate a positive significant change in the control classes.).

Pilot Classes:

Survey Item Number	Item
69.	I have done slow and fast dancing in school.
70.	I have done folk and square dancing in school.
71.	I have done ballet and stage dancing in school.
72.	I have danced out a story or played dancing games in school.
73.	I have done slow and fast dancing outside of school.
81.	We have talked about dance in our classroom.
117.	My teacher helps me with things I like to do in dance.
118.	I learn about dance while I learn about other things in school.
119.	I like the way we learn about dance in school.

Control Classes:

81.	We talked about dance in our classroom.